

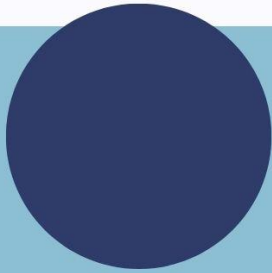


TFD 215

# Thornton Fractional

## HIGH SCHOOL DISTRICT 215

BURNHAM • CALUMET CITY • LANSING • LYNWOOD



THORNTON FRACTIONAL  
DISTRICT 215



# 2025-26 CURRICULUM GUIDE HANDBOOK

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# Thornton Fractional 215 Board of Education

## Board Administration

Marcie Wilson	President
Diana Jackson	Vice-President
Andrea Ballard	Secretary
Charlotte Guyton	Board Member
Dominique Newman	Board Member
Jacqueline Terrazas	Board Member
Charles Townsend	Board Member

## District Administration

John M. Robinzine	Superintendent	708-585-2309
Becky Szuba	Asst. Superintendent of Teaching & Learning	708-585-2388
Dr. Rena Whitten	Asst. Superintendent of Student Services and Equity	708-585-2315
Eric Mastey	Asst. Superintendent of Career Development	708-585-1116
Teresa Bishop	Executive Director of Finance	708-585-2303
April Jerger	Executive Director of Human Resources	708-585-2310
LaQuesha Martin-Dean	Director of Teaching & Learning	708-585-2394
Paul Wakefield	Chief Technology Officer	708-585-2377
Carol Brooks	Director of Career and Technical Education	708-585-1110
Tim Stephan	Director of Facilities	708-585-2316
Miguel Gutierrez	Director of Technology Operations	708-585-2390

## Thornton Fractional Center for Academics & Technology / Alternative Learning

Raymond Williams	Principal	708-585-2380
Jacob Gourley	Assistant Principal	708-585-9409
Lauren Gladu	Assistant Principal of Building Control	708-585-2393
Dawn Walker	Assistant Principal of Pupil Personnel Services	708-585-9402
Tameka Fowler	Counselor (A-Z)	708-585-2346
Wendy Bivins	Career Development Coordinator/ Counselor	708-585-1126
Rosalind Scaife	Early College and Career Coordinator	708-585-1150

## Thornton Fractional North

Brian Rucinski	Principal	708-585-1001
Mychael Webb	Asst. Principal of Curriculum and Instruction	708-585-1002
Christin Passarelli	Asst. Principal of Pupil Personnel Services	708-585-1003
Joshua Humphrey	Asst. Principal of Building Control	708-585-1004
Tashara Tate	Student Services Coordinator	708-585-1025
DeVale Stubbs	Athletic Director	708-585-1027
Wendy Bivins	Career Development Coordinator/ Counselor	708-585-1126
Rosalind Scaife	Early College and Career Coordinator	708-585-1150
Allison Braasch	Counselor(A-D)	708-585-1018
Juanita Medina	Counselor ( E-K)	708-585-1032
Lauri Like	Counselor (L-R)	708-585-1019
Susan Olson	Counselor (RO-Z)	708-585-1020

## Thornton Fractional South

Lisa Boulter- Daniels	Principal	708-585-2006
Paula Nardi	Asst. Principal of Curriculum and Instruction	708-585-2008
John O'Rourke	Asst. Principal of Pupil Personnel Services	708-585-2015
Cassandra Brackenridge	Asst. Principal of Building Control	708-585-1098
Brian Berghold	Student Services Coordinator	708-585-2124
Marc Brewe	Athletic Director	708-585-2063
Wendy Bivins	Career Development Coordinator/ Counselor	708-585-1126
Rosalind Scaife	Early College and Career Coordinator	708-585-1150
Matt Johnson	Counselor (A-COF)	708-585-2021
Nicole Burk	Counselor(COG-GRE)	708-585-2023
Jeff Majewski	Counselor (GRI-LEE)	708-585-2014
Angela Shama	Counselor (LEF-OS)	708-585-2196
Marcia James	Counselor (OT-SM)	708-585-2020
Lillana Riordan	Counselor (SN-Z)	708-585-2022



# District 215 Statements

## Mission Statement

*To provide diverse learning opportunities that inspire all students to become life-long learners who contribute to their community.*

## Vision Statement

*To provide a diverse, relevant, and responsive learning environment in which scholars develop the skills necessary to be critical thinkers, problem-solvers, and productive members of society.*

## Guiding Principles for Effective Curriculum

- Students are engaged in cognitively challenging work during which they are aware of their learning and develop self-efficacy.
- Learning experiences provide for...
  - o Student voice.
  - o Immediate feedback.
  - o Students' needs to be met through supports, interventions, and extensions.
  - o High expectations.
  - o Integration of reading, writing, and vocabulary development across disciplines.
- Learning experiences are conducive to...
  - o Cultural responsiveness.
  - o High expectations.
  - o Strategies to engage and motivate students.
  - o The formation of positive relationships with and among students.
- Learning environments are welcoming, positive, and inclusive.

## Equity Statement

*District 215 is committed to an overall culture of equity where the creation and implementation of policy, the allocation of resources, and access to opportunity are intentionally aligned to meet the needs of all student groups, regardless of: race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, immigration status, age, or physical appearance.*

## Statement of Instructional Excellence

*District 215 learning environments engage our community of learners in cognitively challenging and culturally responsive learning experiences.*

## District 215 Commitment to Diverse Learners

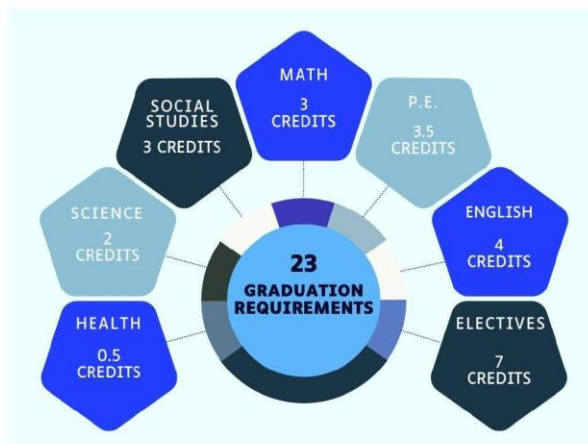
*District 215 offers programs to support students of all abilities from racially, ethnically, culturally, and linguistically diverse backgrounds. This includes, but is not limited to:*

- A Transitional Bilingual Education program for Spanish-speakers and a Transitional Program of Instruction for students who speak languages other than Spanish
- A transition program with embedded work opportunities for our special education students
- Accelerated learning opportunities through college-credit bearing courses



# Graduation Requirements

Of the 23 minimum credits required for graduation, 19 credits must be in courses other than Physical Education and Driver Education. Students must enroll in P.E. each semester during the regular school year unless they are enrolled in Driver Education, Health, or received a valid P.E. waiver. PE waivers are awarded for specific courses in accordance with District 215 Board Policy # 6:310.



## QUALIFYING FOR A THORNTON FRACTIONAL DIPLOMA

*To graduate from high school, unless otherwise exempted, each student is responsible for:*

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in the School Code, 105 ILCS 5/27-22.
3. Completing all minimum requirements for graduation as specified in State law.
4. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
5. Participating in State assessments that are required for graduation by State law.
6. Filing one of the following: (1) a Free Application for Federal Student Aid (FAFSA) with the U.S. Dept. of Education, (2) an application for State financial aid, or (3) an Ill. State Board of Education (ISBE) waiver form indicating that the student understands what these aid opportunities are and has chosen not to file an application. If the student is not at least 18 years of age or legally emancipated, the student's parent/guardian must file one of these documents on the student's behalf. A student is exempt from this requirement if: (1) the student is unable to file a financial aid application or an ISBE waiver due to extenuating circumstances, (2) the Building Principal attests the District made a good faith effort to assist the student or the student's parent/guardian with filing a financial aid application or an ISBE waiver form, and (3) the student has met all other graduation requirements

## CURRICULUM & INSTRUCTION

*Thornton Fractional Township High School requires students to successfully complete 23 credits:*

English.....	4 credits
Social Studies.....	3 credits
Science.....	2 credits
Math.....	3 credits
P.E.....	3.5 credits
Health .....	0.5 credits
Electives .....	7 credits
Total Required .....	23 credits



# ACADEMIC POLICIES AND DEFINITIONS

The District 215 mission is to provide diverse learning opportunities that inspire all students to become life-long learners who contribute to their community. With this in mind, all students should select the most challenging program for their ability. Students will develop a Four-Year Academic Plan. The Four-Year Academic Plan should be developed through discussions among the student, parent/guardian, faculty and counselor. The student's Four-Year Academic Plan will serve several goals:

- 1. Students and their parent/guardians will engage in a process designed to identify and clarify post-high school aspirations.*
- 2. Post-high school aspirations will be matched with a recommended Four-Year Academic Plan.*
- 3. Ongoing exploration of post-high school interests and goals will occur throughout the student's high school career and, if needed, the Four-Year Academic Plan will be modified accordingly.*

## TITLE I PROGRAMS

District 215 pursues funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children. All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools. The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts. The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact according to Title I requirements. Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Compact according to Title I requirements. This School-Level Parent and Family Engagement Compact shall contain:

- 1. A process for continually involving parents/guardians in its development and implementation*
- 2. How parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement*
- 3. The means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and*
- 4. Other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.*

## ASSIGNMENT OF CREDIT

### 1. Frame of Reference:

- A) All grading and credit shall be based upon a semester organization.*
- B) Students normally shall be enrolled in a year course for the entire year. To fulfill a graduation requirement, students must receive credit for each semester required.*

### 2. Procedure for Regular Enrollment:

- A) Students who successfully complete a semester course shall be awarded one half (.50) credit.*
- B) Students who must drop a year course at the end of the first semester, due to unforeseen circumstances, will be awarded one half (.50) credit if they have satisfactorily completed the semester's work.*
- C) Students who successfully complete both semesters of a full year course will be awarded one half (.50) credit at the end of each semester.*
- D) Students who pass the first semester, but fail the second semester of a year course will be awarded one half (.50) credit at the end of the first semester and no credit for the second semester, unless the student enrolls in and successfully completes a credit recovery option.*
- E) As a general rule if students fail the first semester of a year-long course, they will continue in the course second semester and have the opportunity to earn one half (.50) credit upon successful completion of coursework second semester.*

### 3. Other Means to Earn Credit:

- A) Credit Recovery*
- B) Summer School*
- C) Virtual Success Academy*
- D) Virtual Academic Recovery*
- E) Student who demonstrates proficiency according to District 215's academic criteria: High school credit earned at the junior high/middle school will be recorded on the District 215 transcript as pass with no letter grade.*
- F) High School Credit for Non-District Experiences The student seeding credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which if any non-district courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. This section does not govern the transfer of credits for students transferring into the District.*





# ACADEMIC POLICIES AND DEFINITIONS

## ACCELERATED PLACEMENT PROGRAM

*The Accelerated Placement Program (APP) places qualified students in an educational setting that includes curriculum usually reserved for students who are older or in higher grades than the student. Parents/Guardians and students who are interested in this program should contact the students' Guidance Counselor. Beginning with the 2024-2025 school year and beyond, any student who meets or exceeds state standards in ELA, Math, or Science will be automatically enrolled in the next most rigorous level of coursework or will be given the option to enroll in coursework that better aligns with the students' post-secondary goals.*

## ADVANCED PLACEMENT PROGRAM

*The Advanced Placement (AP) Program provides students with the opportunity to pursue college-level studies while still in high school and to receive advanced placement and/or credit when entering college. These courses provide students with an opportunity to take an AP exam. Exam fees are assessed per year. Advanced Placement (AP) Courses are offered by the Business, English Mathematics, Music, Science, Social Studies, and World Language Departments.*

## CHANGES IN COURSE SELECTION

*Because of the complexities of balancing class sizes, staffing, room allocations, etc., the school reserves the right to adjust any student schedule to better meet overall needs. The master schedule of classes is determined by completed registration requests from students and is considered by the administration to be final. Communication about student course selections are sent out via the Pupil Personnel Services department. All programs and course selections should be discussed by the student, parent/guardians and home school counselors. Therefore, changes in course requests after the student selection window has closed will not be permitted unless it is for one of the following reasons:*

- (a) rescheduling due to failures*
- (b) rescheduling to accommodate courses completed in summer school*
- (c) rescheduling due to selection for a specialized program*
- (d) rescheduling due to a course that will not be offered or*
- (e) administrator approval.*

*Once the new school year begins, a student may drop a course and transfer to another course up to the 1st ten school days of the semester with parent/guardian permission, teacher consultation and approval by the Principal or designee pending availability in other courses. Administration may transfer a student after 10 days in extenuating circumstances. Level changes are typically done at semester, but can be made prior to the conclusion of the 1st quarter of the semester. All level changes are reviewed and require parent/guardian, teacher, and counselor input. In addition, seating capacity for level changes need to be considered. Building administrators must approve all level changes.*





# AP VS DUAL CREDIT

AP (Advanced Placement) courses offer college-level curriculum and exams, allowing high school students to potentially earn college credit based on their AP exam scores. Dual Credit courses, on the other hand, are college-level classes taken at the high school that provide students with both high school and college credits simultaneously. While AP credits are awarded based on exam performance, Dual Credit courses offer immediate college credits upon successful completion of the class.

## AP

The Advanced Placement (AP) Program provides students with the opportunity to pursue college level studies while still in high school and to receive advanced placement and/or credit when entering college. Qualified, academically oriented students in ninth through twelfth grades are eligible to participate in Advanced Placement Courses.

## DUAL CREDIT

Dual Credit courses offer you the opportunity to earn college credit for successfully completing a course at the high school level. In addition to earning college credit, dual credit courses offers you several benefits:

- You will have first-hand exposure to college-level work while still in high school.
- You can begin college with credits earned while you were in high school.
- You will have a smoother transition to college after the completion of high school due to the preparation a dual credit course will provide you.

## AP COURSES

- AP Chemistry
- AP Calculus
- AP European History
- AP English Language & Composition
- AP English Literature & Composition
- AP Psychology
- AP Spanish Language
- AP Spanish Literature and Culture
- AP United States History
- AP Music Theory
- AP Computer Science Principles
- AP Biology
- AP Physics 1
- AP Pre-Calculus
- AP Statistics
- AP Human Geography
- AP African-American Studies



## WHAT IS THE DUAL CREDIT PROGRAM?

Students enrolled in any of the courses below are eligible to earn college credit.

### Checklist for earning college credit for FREE:

1. Complete the Dual Credit Registration form in class.
2. Provide accurate information, such as mailing address, email & phone number.
3. Finish your high school course with a grade of a "C" or higher.

Earning free college credit is as easy as  
1, 2, 3!

See your counselor to sign up for a dual credit course at the high school.

Any questions regarding the Dual Credit Program please contact:

**Mrs. Rosalind Scaife**  
Early College & Career  
Coordinator

RScaife@tfd215.org or 708.585.1150

#### Campus Codes

TFN - TF North HS.

TFS - TF South H.S.

TFC - TF Center for Academic & Technology

# DUAL CREDIT OFFERINGS

## Thornton Fractional District 215 Dual Credit Offerings



### 21<sup>st</sup> Century Entrepreneurship

(TFN, TFS, TFC)

- ✓ SSC Course: BUS 130 – *Starting Your Own Small Business* - 4 College Credits

### Building Construction II

(TFC)

- ✓ SSC Course: BLD 101 – *Construction Materials & Methods I Wood* - 4 College Credits

### Electricity II

(TFC)

- ✓ SSC Course: BLD 206 – *Construction Material & Methods for Electrical* - 4 College Credits

### Foundations to Teaching

(TFN, TFS)

- ✓ SSC Course: Edu 110 – *Foundation of American Education* - 3 College Credits

### Health

(TFN, TFS)

- ✓ SSC Course: HLT 101 – *Health & Wellness* - 2 College Credits

### Microsoft Office Technology

(TFN, TFS)

- ✓ SSC Course: MIS 101 – *Computer Literacy and Applications* - 3 College Credits

### Project Lead the Way Introduction to Engineering

(TFC)

- ✓ SSC Course: CAD 100 – *Introduction to CADD* - 1.5 College Credits

- ✓ SSC Course: CAD 101 – *Basic Drawing & Design* - 3 College Credits

### PLTW Principles of Engineering

(TFC)

- ✓ SSC Course: CAD 299 - *Topics in Computer-Aided Design* – 5 College Credits

### Barbering I

(TFN)

- ✓ SSC Course: BAR 101 - *Introduction to Barbering* - 2 College Credits

- ✓ SSC Course: BAR 102 - *Art of Barbering I* – 2 College Credits

- ✓ SSC Course: BAR 103 - *Salon Operations I* – 4 College Credits

- ✓ SSC Course: BAR 113 - *Salon Operations II* – 4 College Credits

- ✓ SSC Course: BAR 202 - *Art of Barbering III* – 2 College Credits

- ✓ SSC Course: BAR 212 - *Advanced Barbering I* – 2 College Credits

### Barbering II

(TFN)

- ✓ SSC Course: BAR 112 - *Art of Barbering II* – 2 College Credits

- ✓ SSC Course: BAR 114 - *Barber Styling* – 2 College Credits

- ✓ SSC Course: BAR 203 - *Art of Barbering III* – 4 College Credits

- ✓ SSC Course: BAR 210 - *Chemical Services I* – 2 College Credits

- ✓ SSC Course: BAR 213 - *Advanced Salon Operations I* – 4 College Credits

- ✓ SSC Course: BAR 220 - *Chemical Services II* – 2 College Credits

- ✓ SSC Course: BAR 223 - *Advanced Salon Operations II* – 4 College Credits

- ✓ SSC Course: BAR 225 - *Barber Management* – 2 College Credits

### Cosmetology I

(TFN)

- ✓ SSC Course: COS 110- *Introduction to Cosmetology* – 2 College Credits

- ✓ SSC Course: COS 111 - *Health and Safety* – 2 College Credits

- ✓ SSC Course: COS 112 - *Intro to Health Science in Cosmetology* – 3 College Credits

- ✓ SSC Course: COS 113 - *Nail Tech I* – 2 College Credits

- ✓ SSC Course: COS 114 - *Hair Styling I* – 2 College Credits

- ✓ SSC Course: COS 115 - *Hair Styling II* – 2 College Credits

- ✓ SSC Course: COS 121 - *Salon Operations I* – 4 College Credits

- ✓ SSC Course: COS 122 - *Salon Operations II* – 4 College Credits

- ✓ SSC Course: COS 205 - *Hair Styling III* – 2 College Credits

### Cosmetology II

(TFN)

- ✓ SSC Course: COS 116 – *Esthetics* – 2 College Credits

- ✓ SSC Course: COS 117 - *Nail Tech II* – 2 College Credits

- ✓ SSC Course: COS 206 - *Chemical Services I* – 2 College Credits

- ✓ SSC Course: COS 221 - *Salon Operations III* – 4 College Credits

- ✓ SSC Course: COS 222 - *Salon Operations IV* – 4 College Credits

- ✓ SSC Course: COS 225 - *Salon Management for Cosmetology* – 2 College Credits

### Culinary Arts II

(TFN,TFC)

- ✓ JJC Course: CA 105 – *Introduction to Culinary Arts Princ/Apps* - 3 College Credits

- ✓ JJC Course: CA 106 – *Applied Food Service Sanitation* - 2 College Credits

Rev. 9/2024

\*JJC = Joliet Junior College \*SSC= South Suburban College



# GRADING & REPORTING

Student grade reports are issued at the end of each 9-week period. The semester grade is the only grade recorded on student's permanent record. Semester grades are to be based on averaging 40% for each grading period and 20% for the final examination.

## GENERAL GRADING & METRICS

A 100-90%

B 89-80%

C 79-70%

D 69-60%

F 59-0%

### REGULAR

A	4.0
B	3.0
C	2.0
D	1.0
F	0.0

### HONORS

A	4.4
B	3.3
C	2.2
D	1.1
F	0.0

### AP

A	4.8
B	3.6
C	2.4
D	1.2
F	0.0

### Honor Roll with High Distinction

- A 4.00 grade point average or higher
  - No failing course grades
- Enrolled in five or more academic credit courses

### Honor Roll with Distinction

- A 3.50 - 3.99 grade point average
  - No failing course grades
- Enrolled in five or more academic credit courses

### Honor Roll

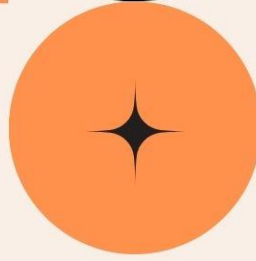
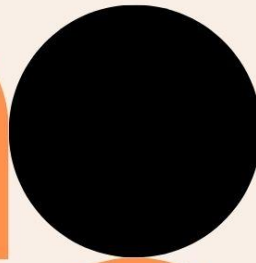
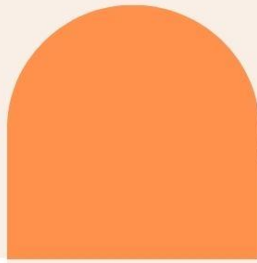
- 3.00 - 3.49 grade point average
  - No failing course grades
- Enrolled in five or more academic credit courses.

Grade Point Average (GPA)

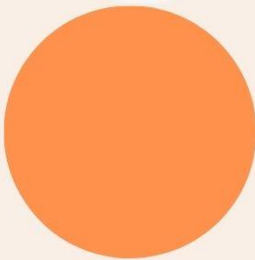
All courses will be counted toward a student's grade point average, except "Pass/Fail."



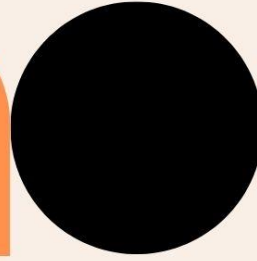
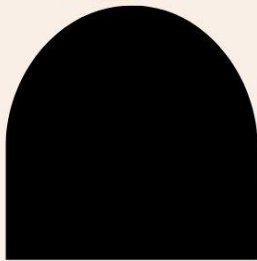




ART



DEPARTMENT



# ARTS

<b>Freshman</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>
<b>Art Fundamentals</b>	<b>Art Fundamentals</b>	<b>Art Fundamentals</b>	<b>Art Fundamentals</b>
	<b>3D Sculpting and Design</b>	<b>3D Sculpting and Design</b>	<b>3D Sculpting and Design</b>
	<b>Painting</b>	<b>Painting</b>	<b>Painting</b>
	<b>Drawing</b>	<b>Drawing</b>	<b>Drawing</b>

## **ART FUNDAMENTALS 711000**

**Course Length Y**      *Grade Level 9-12*

Art Fundamentals provides a basic background for all future art studies and is a prerequisite for all advanced classes. It incorporates terminology, materials, and visual experiences to expose students to a variety of art forms. Students are introduced to the Elements and Principles of Art, media/methods, and how to arrange the Components of Art. This course helps students to develop observation skills, techniques of application, and to critically think about what they observe. It also assists students in understanding their visual environment and expressing their feelings and ideas.

## **PAINTING 713000**

**Course Length Y**      *Grade Level 10-12*

**Recommended Prerequisite:** *Art Fundamentals*

Painting is an upper-level course which focuses on various painting styles and techniques. Students are introduced to methods in watercolor, acrylic and oil paints. Color theory and brush work create a foundation for producing dynamic individual expressions. In this course, students analyze and discuss works of art to master the understanding of the style and process involved with creating a successful painting.

## **3D SCULPTURE AND DESIGN 717000**

**Course Length Y**      *Grade Level 10-12*

**Recommended Prerequisite:** *Art Fundamentals*

This upper-level course explores the spatial concepts of sculpture through traditional and contemporary methods, as well as translating ideas into three dimensional forms. In this course, students deal with the four basic approaches of subtraction, manipulation, addition, and substitution with historical aspects (carving, modeling, building, assemblage, and casting). A variety of materials are explored including clay, plaster, stone, found objects and paper mâché.

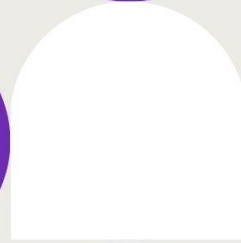
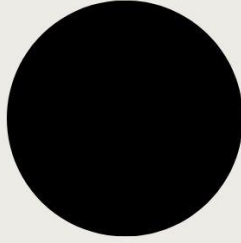
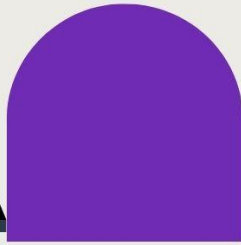
## **DRAWING 712000**

**Course Length Y**      *Grade Level 10-12*

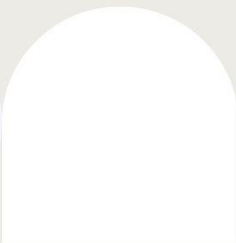
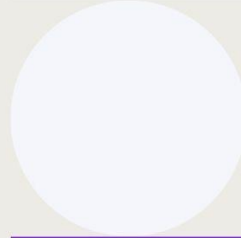
**Recommended Prerequisite:** *Art Fundamentals*

Drawing is an upper-level course that strengthens the basics laid in Art Fundamentals. Students are led through a series of drawing techniques designed to start and improve their ability. Students work with a variety of techniques and drawing mediums. This course allows students to explore and become familiar with the drawing materials and methods used by artists to create drawings. Students develop skills in observing and responding to the visual qualities in various drawings.

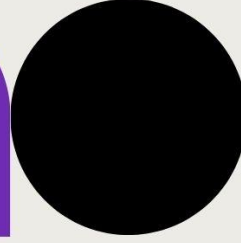
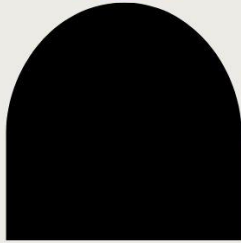




ENGLISH



DEPARTMENT



# ENGLISH

4 CREDITS

## FRESHMAN

(9)

- ENGLISH 9
- ENGLISH LANGUAGE LEARNER I
- ENGLISH LANGUAGE LEARNER II
- HONORS ENGLISH 9

## SOPHOMORE

(10)

- ENGLISH 10
- ENGLISH LANGUAGE LEARNER I
- ENGLISH LANGUAGE LEARNER II
- HONORS ENGLISH 10

## JUNIOR

(11)

- AP LANGUAGE AND COMPOSITION
- AP LITERATURE
- ENGLISH 11
- ENGLISH LANGUAGE LEARNER I
- ENGLISH LANGUAGE LEARNER II
- HONORS ENGLISH 11

## SENIOR

(12)

- AP LANGUAGE AND COMPOSITION
- AP LITERATURE
- ENGLISH 12
- ENGLISH LANGUAGE LEARNER I
- ENGLISH LANGUAGE LEARNER II

## ELECTIVES

- SUCCESS SEMINAR-  
placement only
- THEATRE ARTS I

## ELECTIVES

- AFRICAN AMERICAN LITERATURE
- MEDIA ANALYSIS
- SPEECH
- THEATRE ARTS I
- THEATRE ARTS II
- THEATRE PRODUCTION

## ELECTIVES

- ADVANCED JOURNALISM NEWSPAPER
- ADVANCED JOURNALISM YEARBOOK
- AFRICAN AMERICAN LITERATURE
- CREATIVE WRITING
- MEDIA ANALYSIS
- SPEECH
- THEATRE ARTS I
- THEATRE ARTS II
- THEATRE PRODUCTION

## ELECTIVES

- ADVANCED JOURNALISM NEWSPAPER
- ADVANCED JOURNALISM YEARBOOK
- AFRICAN AMERICAN LITERATURE
- CREATIVE WRITING
- MEDIA ANALYSIS
- SPEECH
- THEATRE ARTS I
- THEATRE ARTS II
- THEATRE PRODUCTION

## ENGLISH 9 113000

### **Course Length Y**      *Grade Level 9*

This course focuses on exploring self-identity as students embark on their high school journey. Various genres of literature and multimedia resources are studied as students expand their learning and make connections between self and the larger world. The course targets ELA skills such as reading a variety of literature for connection and depth, writing for a variety of purposes, vocabulary development, grammar, and public speaking. These skills are reinforced through key units focusing on relationships, personal passions, and the environment that foster student growth throughout the remainder of high school.

## HONORS ENGLISH 9 114023

### **Course Length Y**      *Grade Level 9*

This course is based on discovery of self-identity and is structured to emphasize skills that will help students move seamlessly into an Advanced Placement English course as upperclassmen. Advanced reading, writing, researching and speaking expectations move students into more sophisticated thinking as they realize their personal identity and where they fit into the world around them.

## SUCCESS SEMINAR 12000E

### **Course Length Y**      *Grade Level 9*

This course meets students' needs for academic success by putting into practice the necessary routines of an independent, resourceful learner. Students will gain an understanding of morphology/word study, executive function skills, career and academic guidance, targeted literacy skills, basic technological skills, and character reflection. This course will be offered to students at two levels: Functional and Emerging. Placement will be based on the individual needs of the student in regard to his/her executive function and literacy skill level. Students will be placed in this course based on teacher recommendation, parent request, and/or test scores. This course is designed to be yearlong; however, exceptions may be made based on student performance.

## ENGLISH 10 123500

### **Course Length Y**      *Grade Level 10*

The thematic focus of English 10 is the study of American citizenship through various social constructs. This builds on the focus freshman year of individual identity; students now examine their identity as an American citizen through the study of American Literature. Drama, the short story, the novel, poetry and non-fiction are taught as an integrated approach to critical thinking, analytical writing, vocabulary development, public speaking, grammar, and research. The natural connection between American Literature and American History are capitalized on throughout the year.

## HONORS ENGLISH 10 124023

### **Course Length Y**      *Grade Level 10*

***Recommended Prerequisite: Successful completion of Honors English 9 or grade of a 'B' or higher in English 9.***

The thematic focus of this course is the study of American citizenship through various social structures, which builds on students' exploration of individual identity in English 9/Honors English 9. In Honors English 10, students transition to examining their identity as an American citizen through the study of American Literature and its inherent connections to American history. Students study American Literature, develop expository, persuasive, and analytical writing skills, and extend vocabulary development, which parallels the U.S. History course, providing a rich understanding of the social and political situations that emerge through the literature. The emphasis on analytical writing and research provides the foundation for the Advancement Placement expectations. Students also develop public speaking and debate skills with opportunities within several units of study.



## ENGLISH 11 133500

**Course Length Y** *Grade Level 11*

The thematic focus of English 11 is the study of one's culture, race, and identity through various fiction and nonfiction readings from around the globe. While English 10 focuses on the study of these themes through American Literature, English 11 delves into readings from unfamiliar cultures in order to broaden students' perspectives while developing empathy and awareness of life in other parts of the world. Students will examine these concepts through reading memoirs, poetry, and graphic novels, while also developing and strengthening their skills in speaking, writing, research, and digital media.

## HONORS ENGLISH 11 134023

**Course Length Y** *Grade Level 11*

**Recommended Prerequisite:** *Successful completion of Honors English 10 or a grade of 'B' or higher in English 10.*

Honors English 11 is an opportunity for students to strengthen their reading and academic writing skill is preparation for a senior year Advanced Placement course. The thematic focus of Honors English 11 is the study of one's culture, race, and identity through various nonfiction readings from around the globe. While Honors English 10 focuses on the study of these themes through American Literature, Honors English 11 delves into readings from unfamiliar cultures in order to broaden students' perspectives while developing empathy and awareness of life in other parts of the world. Students will examine these concepts through reading memoirs, poetry, and graphic novels, while also developing and strengthening their skills in speaking, writing, research, and digital media.

## ENGLISH LANGUAGE LEARNER I 111201

**Course Length Y** *Grade Level 9-12*

This course is aligned to English Language Development Standards and is designed to meet the needs of students with limited English proficiency. Placement in this course is determined based on student performance on the WIDA Screener and/or ACCESS. The emphasis will be placed on developing listening, understanding, speaking, reading and writing skills to enable students to function in their content area classes as well as in the English-speaking environment. Credit earned in this course applies to the District 215 English graduation requirements. This level course is intended for newcomers and/or students at or below the developing WIDA proficiency level.

## ENGLISH LANGUAGE LEARNER II 111202

**Course Length: Y** *Grade Level 9-12*

This course is aligned to English Language Development Standards and is designed to meet the needs of students with limited English proficiency. Placement in this course is determined based on student performance on the WIDA Screener and/ or ACCESS, as well as teacher recommendation. This course will stress the skills of listening, understanding and speaking English taught in ELL I. Greater emphasis will be placed on reading and writing skills to enable students to function in their content areas classes as well as in the English-speaking environment. Credit earned in this course applies to the District 215 English graduation requirements. District 215 English graduation requirement. This level course is intended for newcomers and/or students at or below the developing WIDA proficiency level.

## ENGLISH 12 144500

**Course Length Y**      *Grade Level 12*

English 12 is a senior level survey of English course that focuses on building students' academic writing skills in addition to higher level critical thinking skills. Students delve into many current issues through the literature read. Genres including drama, the novel, poetry, and non-fiction are used within the course. Vocabulary and grammar are addressed at various points in the curriculum. In this course, students also focus on critical literary theory.

## AP LANGUAGE AND COMPOSITION 134400

(college credit available)

**Course Length Y**      *Grade Level 11-12*

**Recommended Prerequisite:** *Successful completion of Honors English 10 with a grade of 'B' or higher or successful completion of Honors English 11 with a grade of 'B' or higher.*

Advanced Placement Language and Composition focuses on all aspects of Rhetorical Analysis or the Art of Argument. This course primarily focuses on nonfiction, and students learn to apply the concepts associated with Rhetorical Analysis. There is an emphasis on discussion, the writing process, research, and evaluating sources in order to strengthen critical thinking and the skills involved in constructing arguments. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school.

## AP LITERATURE 144400 (college credit available)

**Course Length Y**      *Grade Level 11-12*

**Recommended Prerequisite:** *Successful completion of Honors English 10 with a grade of 'B' or higher or successful completion of Honors English 11 with a grade of a 'B' or higher.*

Advanced Placement Literature and Composition is an intense study of literature, the history and politics connected to the literature, and the subtle detail that impacts the themes, characters, and tone. Students enrolling in AP Literature and Composition are expected to maintain post-secondary writing expectations and research skills. The opportunity to analyze and discuss literature in great depth as it relates to society and the politics of the era is an integral part of the course. Students will be highly encouraged to take the AP Exam in the spring, which will provide them with the opportunity to earn college credit prior to leaving high school.

*These elective courses do not meet the English graduation requirement for District 215.*

## **ACADEMIC LEADERSHIP**

### **Course Length Y      Grade Level 12**

This course is intended for students who have demonstrated academic excellence and have a desire to become a peer tutor. The hands-on activities of this course are designed for students to develop leadership skills and promote positive interactions with peers. Students will be actively engaged in tutoring students, modeling essential study skills and strategies, and reinforcing skills that lead to academic success. Additionally, academic leaders will assist students with the classroom content.

## **ADVANCED JOURNALISM – NEWSPAPER 154100**

### **Course Length Y      Grade Level 11-12**

This is a two-semester newspaper production course for juniors and seniors. Students may take one or two semesters. In this elective course, students research, write, edit, interview, listen, communicate and utilize technology to produce the school newspaper.

## **ADVANCED JOURNALISM – YEARBOOK 154200**

### **Course Length Y      Grade Level 11-12**

This is a two-semester elective class that produces the school yearbook. A review of yearbook elements is included as students learn to prepare yearbook pages. Instruction on computers used for page production is an essential element in the class. Students utilize many skills: oral communication, listening, writing, photography research, organization, and collaborative group work.

## **AFRICAN AMERICAN LITERATURE 181600**

### **Course Length S      Grade Level 10-12**

This elective course is designed to expose students to a broad range of African American writers and literary works. Students will study the African American experience through an examination of historical and social contexts, themes and literary characteristics within various groups.

## **CREATIVE WRITING 157000**

### **Course Length S      Grade Level 11-12**

This elective course is designed to teach students skills in writing original short stories, one-act plays, and poetry. Writing skills and techniques of American and European authors, playwrights, and poets are studied.

## **MEDIA ANALYSIS 181700**

### **Course Length S      Grade Level 10-12**

This elective course is designed for students interested in analyzing how films and television have challenged cultural and aesthetic values. The primary focus of the course is the study of film and television from an analytical standpoint. Students will be required to evaluate the importance of film/TV on the American cultural psyche through critical thinking responses (essays, critiques, journals).

## **SPEECH 183500**

### **Course Length S      Grade Level 10-12**

This elective course prepares students for the demands of public speaking in a variety of situations. The course guides students through the process of preparing for a formal presentation individually and within a group as well as informal or impromptu public speaking. The Rhetorical Theory or Art of Persuasion is a core concept that students use throughout the course. Research, organizational formats, and public speaking skills are all addressed as the semester progresses.

## **THEATRE ARTS I 181100**

**(T.F. South only)**

**Course Length Y**      *Grade Level 9-11*

This elective course is designed for students to examine various basic elements of dramatic arts through acting and directing of pantomimes, improvisations, group scenes, and play scripts. Emphasis is given to basic stage techniques and the role of the character in relation to the play as a whole. Elements of theatre history are also examined, as well as their influence on modern drama. Student performances and group collaboration are a required part of this course.

## **THEATRE ARTS II 181200**

**(T.F. South only)**

**Course Length Y**      *Grade Level 10-12*

**Prerequisite: Theatre Arts I**

This elective course provides students with an examination of the advanced elements of dramatic arts which include character and play emphasis with vocal and movement training. Students are expected to perform scenes from different types of plays and produce one complete production each semester especially designed for audiences outside of the class. Writing and research components are required elements of this course.

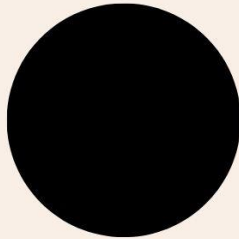
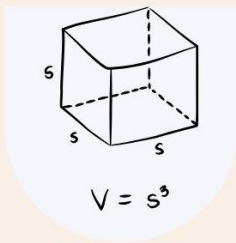
## **THEATRE PRODUCTION 181300**

**(T.F. South only)**

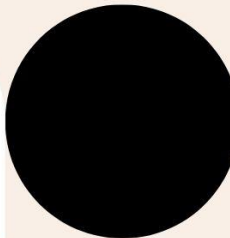
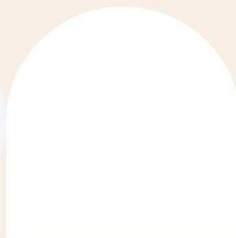
**Course Length Y**      *Grade Level 10-12*

**Prerequisite: Theatre Arts I or Instructor's approval**

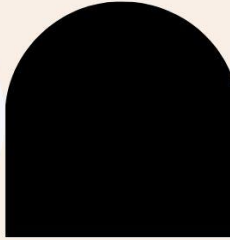
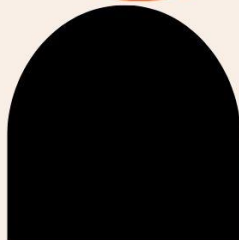
This elective course provides students with the opportunity to examine the production elements of theatre arts through play analysis, design, construction, and dramaturgy. Students are expected to design and create various production elements such as sets, costumes, and props. Actual TF South Drama productions are used, as well as exercises from future productions. Writing and research components are required including daily journaling, play analysis, project evaluations, and research project.



**MATHEMATICS**



**DEPARTMENT**





# MATHEMATICS

3 CREDITS

## FRESHMAN

(9)

- ALGEBRA I
- HONORS ALGEBRA I
- HONORS GEOMETRY

## SOPHOMORE

(10)

- GEOMETRY
- HONORS ALGEBRA II
- HONORS GEOMETRY

## JUNIOR

(11)

- ALGEBRA II
- AP PRE-CALCULUS
- AP STATISTICS
- HONORS ALGEBRA II
- PRE-CALCULUS

## SENIOR

(12)

- AP CALCULUS
- AP PRE-CALCULUS
- AP STATISTICS
- \*COLLEGE PREPATORY MATH
- PRE-CALCULUS
- STATISTICS

*\* Placement based on specific criteria*

## **ALGEBRA I 513000**

**Course Length Y**      *Grade Level 9*

Algebra I is the foundation upon which future math courses are built. A strong emphasis is placed on expressions, equations, inequalities, graphing, and statistics. Students explore relationships and represent data in tables, graphs, and as mathematical expressions. A graphing calculator is utilized in this course.

## **HONORS ALGEBRA I 516023**

**Course Length Y**      *Grade Level 9*

This advanced level course is the foundation for high school mathematics courses, and it is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities and systems, and graphing linear functions and relations. Real-world applications are presented within the course content. In addition, problem solving, data analysis, communication of mathematics, both in written and oral form, and the appropriate use of technology are themes that will permeate the entire course. A graphing calculator is utilized in this course.

## **ALGEBRA II 533000**

**Course Length Y**      *Grade Level 10-12*

**Recommended Prerequisite:** *Successful completion of Geometry*

This course emphasizes the application of statistics, algebraic expressions and forms (especially quadratic and exponential), powers and roots, and functions based on these concepts. Students are expected to master logarithmic, rational, radical, polynomial and other special functions both for their abstract properties and as tools for modeling real-world situations. A graphing calculator is utilized in this course.

## **GEOMETRY 523000**

**Course Length Y**      *Grade Level 10*

This course emphasizes logical reasoning and geometric shapes and figures. Real-life applications and previously learned Algebra concepts are infused throughout the course in such topics as distance formula, Pythagorean Theorem, right triangle trigonometry and polygon classification. A graphing calculator and other forms of technology are utilized in this course.

## **HONORS GEOMETRY 524023**

**Course Length Y**      *Grade Level 9-10*

**Recommended Prerequisite:** *Passed 8th Grade Algebra 1 Proficiency Exam, Successful Completion of Honors Algebra 1, or Successful Completion of Algebra 1 with teacher recommendation*

This rigorously paced course offers a means of describing, analyzing, and understanding the world and seeing beauty in its structures. Through the use of technology, hands-on activities and other investigations, students learn about geometric shapes and figures and how to analyze their characteristics and relationships. Students develop reasoning skills and mathematical arguments about geometric relationships through various forms of proof. A graphing calculator is utilized in this course.

## **PRE-CALCULUS 544100**

**Course Length Y**      *Grade Level 11-12*

**Recommended Prerequisite:** *Successful completion of Algebra II*

In this course, students extend their studies in number systems, polynomials, rational expressions, equations, inequalities, functions, relations, trigonometry and analytic geometry. Through the frequent use of technology, students' understanding, problem-solving skills, and appreciation of mathematics are enhanced. The course encourages graphical, numerical, and algebraic modeling of functions as well as problem solving, conceptual understanding and facility with technology. This course provides a solid foundation for students pursuing future education and careers in the fields of mathematics, engineering, medicine, architecture, science, and computers. A graphing calculator is utilized in this course.

## **HONORS ALGEBRA II 534023**

**Course Length Y**      *Grade Level 10-11*

**Recommended Prerequisite:** *Successful completion of Honors Geometry*

This rigorously paced advanced course strives to increase students' abilities in both algebraic skills and problem-solving applications. Through multiple representations, students study quadratic, polynomial, rational, radical, exponential, and logarithmic functions both in the real and complex plane and how these functions solve real-world applications. Technology, including the graphing calculator and computer software, is used in a natural way for both calculations and investigation of many "what-if" situations. Students use both real-life applications and abstract studies to anchor the importance of algebraic functions to their world. A graphing calculator is utilized in this course.

## **STATISTICS 543100**

**Course Length Y**      *Grade Level 12*

**Recommended Prerequisite:** *Successful completion of Algebra II*

Statistics is the scientific discipline that provides methods to make sense out of data. Various methods are used to organize, summarize, and draw conclusions from data. The first part of this course is mathematical modeling, where various functions and graphs are analyzed and used to make predictions based on data. The second part of this course involves more practical data analysis and the study of uncertainty and chance, counting principles, and basic rules of probability theory. This course provides a solid foundation for students pursuing future education and careers in the diverse fields of business, medicine, architecture, agriculture, social science, natural science and applied sciences. A graphing calculator is utilized in this course.

## **AP PRE-CALCULUS 544200**

*(college credit available)*

**Course Length Y**      *Grade Level 11-12*

**Recommended Prerequisite:** *Successful completion of*

*Honors Algebra II*

AP Precalculus is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. The course follows the recommended Advanced Placement Precalculus outline. Students will study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school. A graphing calculator is utilized in this course.

## **AP CALCULUS 545000**

*(college credit available)*

**Course Length Y**      *Grade Level 12*

**Recommended Prerequisite:** *Successful completion of AP Pre-Calculus or teacher recommendation.*

This rigorously paced course follows the recommended Advanced Placement Calculus AB outline. It covers the study of the rate of change in the differential and integral calculus. Applications are emphasized. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school. A graphing calculator is utilized in this course.



## **AP STATISTICS 543400**

(college credit available)

**Course Length Y**      *Grade Level 11-12*

**Recommended Prerequisite:** *Successful completion of Honors Algebra I and Honors Algebra II or successful completion of Algebra I and Algebra II with teacher recommendation.*

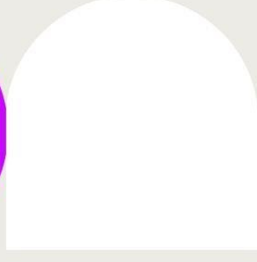
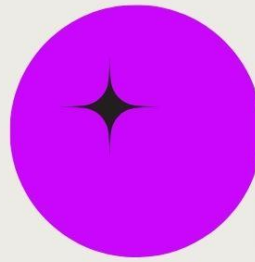
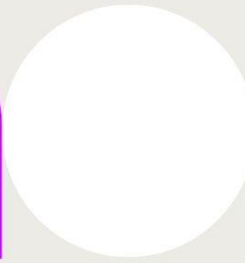
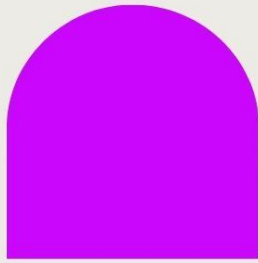
AP Statistics is equivalent to a one-semester introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Additionally, students will be exposed to four major themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school.

## **COLLEGE PREPARATORY MATH 555000**

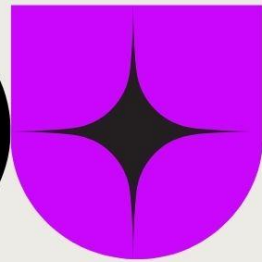
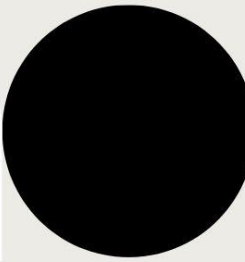
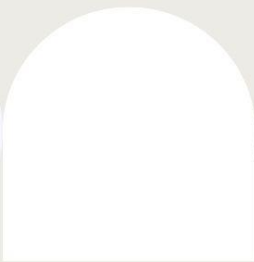
**Course Length Y**      *Grade Level 12*

**Required prerequisite:** *Seniors who have met the high school math graduation requirement, but are not projected ready for college-level math.*

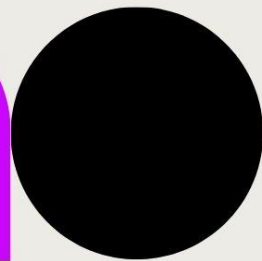
This course is designed to prepare and transition students directly into college and career pathways requiring general education college level math competencies in quantitative literacy and statistics. Students will build upon the following concepts: numeracy (operation sense, estimation, measurement, quantitative reasoning, statistics and mathematical summaries), application based algebraic topics, functions and modeling. Course content will be delivered to students through authentic application, problem-based instruction designed to build mathematical conceptual understanding and critical thinking skills. Students completing this course with a grade of 'C' or higher (both semesters) will receive guaranteed placement at South Suburban College in a college-level mathematics course (MATH 115 or MATH 126) within 18 months of graduation, without needing to take a placement exam. **\*Placement based on specific criteria**



**MUSIC**



**DEPARTMENT**



# MUSIC

Performance Ensembles	Exploratory Courses (No Experience Required)	Theory & Advanced Courses
Cadet Band	Concert Choir	Chorale
Cadet Percussion	Piano	Advanced Choir
Concert Band	Guitar	AP Music Theory
Symphonic Band	Colorguard (audition required)	
	Music Design and Tech I & II	



## **CHORALE 721900**

**Course Length Y**    *Grade Level 9-12*

**Prerequisite:** *Concert Choir or Audition*

Chorale is designed for the intermediate vocal student. Students continue their study of reading music through performance of both traditional and contemporary choral literature and a mixture of popular, inspirational, and jazz repertoire. The fundamentals of music reading, ear training, and vocal technique are reinforced. The Chorale performs at school concerts, community activities, sporting events, and music festivals.

## **ADVANCED CHOIR 724900**

**Course Length Y**    *Grade Level 9-12*

**Prerequisite:** *Concert Choir, Chorale or Audition*

Advanced Choir is the most advanced vocal group. Students continue their studies of music reading and performance from Concert Choir or Chorale; however, further depth of music theory and vocal performance practices are explored. Advanced Choir focuses on advanced traditional choral literature as well as contemporary and popular music. The Advanced Choir performs at school concerts, community activities, sporting events, and vocal contests.

## **CADET BAND 728800**

**Course Length Y**    *Grade Level 9-10*

Cadet Band develops students with little or no experience and prepares them for advancement into a higher instrumental ensemble. Beginning band instrumentalists are accepted into all appropriate ensembles after successful completion of this level. Members are given group instruction in fundamentals of music and the techniques of playing a band instrument. Students also experience a unit in the fundamentals of Marching Band that prepares them for inclusion into the performing Marching Band. After school rehearsals and performances are required components of this course. The following instruments are not taught in the class: piano, organ, and guitar.

## **CONCERT CHOIR 725900**

**Course Length Y**    *Grade Level 9-12*

Concert Choir is open to students of all musical experience and ability. Students learn to read music through performance of both traditional and contemporary choral literature and a mixture of popular, inspirational, and jazz repertoire. The fundamentals of music reading, ear training, and vocal technique are introduced. The Concert Choir performs at school concerts, community activities, sporting events, and music festivals.

## PIANO 791000

**Course Length Y**     *Grade Level 9-12*

This course is designed for beginning students wishing to learn the basic fundamentals of piano playing through a hands-on approach. No previous piano experience is required. Basic note reading, fingering, music theory, and piano literature are taught. Students develop proper planning techniques and reading skills for personal enjoyment. This course also assists students in their preparation for college study in music. This is a laboratory course, taught through the use of an electronic keyboard lab.

## AP MUSIC THEORY 799900

*(college credit available)*

**Course Length Y**     *Grade Level 10-12*

***Prerequisite: Students should be able to read and write musical notation, and it is strongly recommended that the student has acquired at least basic performance skills in voice or on an instrument.***

AP Music Theory corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as: musicianship, theory, musical materials and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score.

Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Notational skills, speed, and fluency with basic materials are also emphasized. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school.

## CADET PERCUSSION 728801

**Course Length Y**     *Grade Level 9-12*

Cadet Percussion is a mix of both beginning and advanced students. Through team effort, students become literate in music through performance using traditional percussion instruments. Students perform as the “drumline” for the Marching Band for the football season and then as the percussion ensemble as well as percussion sections for the Symphonic Band and Concert Band for the remainder of the school year. Students are required to participate in the Band Camps, Marching Band, concerts, festivals, parades, weekly after school rehearsals, and several competitions throughout the school year. This band participates at concert festivals, IHSA contests, and various community events. The following instruments are not taught in the class: piano, organ, and guitar.

## COLORGUARD 728000

**Course Length Y**     *Grade Level 9-12*

***Prerequisite: Audition and band director approval***

Colorguard is the visual performing ensemble of the music department. Through team effort, students create and perform to music through visual movement and equipment. Students study and develop skills while creating visual routines to music with body and auxiliary equipment such as flags, sabers, rifles, and props. Students are required to participate in the Marching Band, concerts, festivals, parades, weekly after school rehearsals, and several competitions throughout the school year. Students serve as the auxiliary unit for the Marching Band during the first semester and work as a solo performing visual ensemble during the second semester.

## **GUITAR 728700**

**Course Length Y**                      *Grade Level 9-12*

This is a beginning level or introductory level course for students with little or no experience in music. Students learn and explore the basics of music reading, chord structure, and melodic structure. A 6-string acoustic guitar will be utilized for this course and can be either a classical or folk guitar. Electric guitars are not allowed. Through the study of basic music theory, students become skilled to perform a pop or folk song on their guitar playing either chords or melody.

## **CONCERT BAND 728900**

**Course Length Y**                      *Grade Level 9-12*

***Prerequisite: Audition or band director recommendation***

Concert Band is open to students who wish to perform music on woodwind, brass, and percussion instruments. This intermediate level ensemble is geared to developing the fundamentals of instrumental performance. Students are required to participate in Band Camp, Marching Band, concerts, festivals, parades, weekly after school rehearsals, and several competitions throughout the school year. The following instruments are not taught in the class: piano, organ, and guitar.

## **SYMPHONIC BAND 729900**

**Course Length Y**                      *Grade Level 9-12*

***Prerequisite: Audition or band director recommendation***

This class is concerned with the most advanced instrumental ensemble. Ability and especially professionalism are the main requirements for membership. Professionalism by our definition includes dedication and a willingness to work independently as well as with peers. This group performs all styles of music both in the classical and popular idioms. Placement in this organization is based solely on playing ability. Symphonic Band members are strongly encouraged to study privately. This course continues to focus on much of the same materials as Concert Band, but it is more comprehensive and goes into more depth of material. Students are required to participate in the Band Camp, Marching Band, concerts, festivals, parades, weekly after school rehearsals, and several competitions throughout the school year. The following instruments are not taught in the class: piano, organ, and guitar.



## **MUSIC DESIGN AND TECH I 793100**

**Course Length S**                      *Grade Level 9-12*

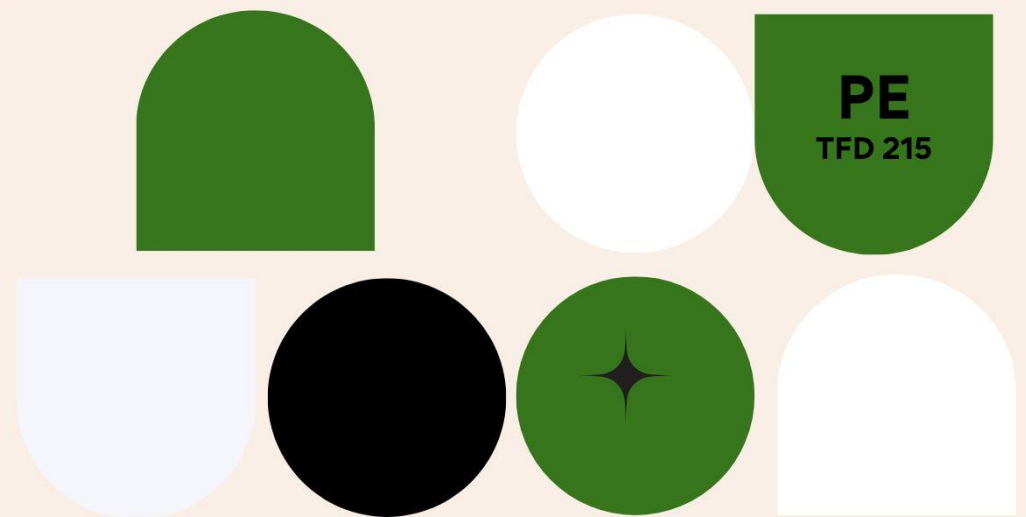
Designed for the student with no previous musical experience, in this course students will explore and understand music through the lens of creativity and self-expression. Initially, the course will focus on the elements of music, the nature of sound, and basic music notation. Next, students will study a wide range of musical genres. Finally, with the use of technology, students will manipulate pre-recorded sounds, and create a variety of projects utilizing looping, sequencing, recording and composing.

## **MUSIC DESIGN AND TECH II 793200**

**Course Length S**                      *Grade Level 9-12*

***Prerequisite: Music Design and Tech I***

Students will advance their skills in GarageBand and Audacity. In addition, they will be asked to create a podcast involving a teacher in the building in another discipline. Students will also create a music video using iMovie to a song they create using all of the prior learned knowledge from Music Tech I.



# PHYSICAL/HEALTH/ DRIVER'S EDUCATION



# DEPARTMENT



# PHYSICAL EDUCATION

3.5 CREDITS

## FRESHMAN

(9)

- FOUNDATIONS OF PHYSICAL EDUCATION
- HEALTH

## SOPHOMORE

(10)

- ADVANCED WEIGHT TRAINING AND CONDITIONING
- FITNESS I
- HEALTH
- INDIVIDUAL SPORTS
- PHYSICAL EDUCATION LEADER TRAINING
- RECREATIONAL SPORTS
- TEAM SPORTS
- WEIGHT TRAINING I

## JUNIOR

(11)

- ACCELERATED FITNESS
- ADVANCED WEIGHT TRAINING AND CONDITIONING
- FITNESS I
- HEALTH
- INDIVIDUAL SPORTS
- PHYSICAL EDUCATION LEADER TRAINING
- RECREATIONAL SPORTS
- TEAM SPORTS
- WEIGHT TRAINING I

## SENIOR

(12)

- ACCELERATED FITNESS
- ADVANCED WEIGHT TRAINING AND CONDITIONING
- FITNESS I
- HEALTH
- INDIVIDUAL SPORTS
- RECREATIONAL SPORTS
- TEAM SPORTS
- WEIGHT TRAINING I

## DRIVER EDUCATION

### SURVEY OF PE WITH DRIVER EDUCATION ( Grade Level 10-12 )

- Prerequisites for the regular school year classroom enrollment are:
  - Age 15 years with oldest students given first priority unless circumstances based on need warrant prior consideration. Sophomore status is required.
  - The State of Illinois requires that a student must have had "a passing grade in at least 8 courses during the previous two semesters prior to enrolling in Driver Education." Summer school classes are not considered.


## **FOUNDATIONS OF PHYSICAL EDUCATION 811200**

### **Course Length S** *Grade Level 9*

During the freshman year, the physical education core program is designed to provide students with knowledge and fundamental skills in a sequence of wellness and physical fitness activities. This is a required course for all grade 9 students. The core program in a physical education may include units in volleyball, softball, track and field, the AAHPERD Physical Best Fitness Program or the President's Challenge, physical fitness tests, introductory weight training, and related fitness activities.

## **HEALTH 821000**

### **Course Length S** *Grade Level 9-10*

The intent of this course is to develop critical thinking skills where students use health information in such a way that it influences their attitude and behavior to promote taking positive actions regarding their own health. This course provides students with the tools to achieve and maintain total well-being. Course content, as recommended by State Goals, include human growth and development through all stages of life; structure and function of the body; principles of personal hygiene, exercise, and nutrition; drug/chemical use and abuse; stress and its relationship to physical and mental illness, including suicide; communicable and non-communicable diseases, including dental and sexually transmitted diseases. 

## **Fitness I 815410**

### **Course Length S** *Grade Level 10-12*

Activities in this course are geared toward cardio-respiratory endurance, flexibility, positive behaviors, balance, rhythm, muscular strength and muscular endurance. Activities may include step aerobics, resistance training, circuit training, Pilates, Yoga, and stability training. Students also use the aerobic conditioning lab/fitness center. Health-related fitness data is collected and interpreted. This course is progressive in nature.

## **INDIVIDUAL SPORTS 817100**

### **Course Length S** *Grade Level 10-12*

The Individual Sports class is designed for students to increase their physical skill and fitness level while participating in leisure sports, fitness, and activities that are geared toward individual and partner participation. Students will sample each activity in three-week units. The course places an emphasis on lifetime individual and partner sports and activities.

## **RECREATIONAL SPORTS 817300**

### **Course Length S** *Grade Level 10-12*

This course is designed for students to increase their physical skill and fitness level through participating in leisure and informal sports and activities. Activities are alternated using three-week units, with the sampling of activities and sports that are played well past high school graduation.



## TEAM SPORTS 817200

**Course Length S**                      *Grade Level 10-12*

This course is designed for students to increase their physical skill and fitness level through participating in sports or fitness activities that are geared to cooperative team and group participation. Students will sample each activity in three-week units. This course focuses on fitness and team building concepts and encourages students to make fitness a daily part of their lives.

## ACCELERATED FITNESS 817500

**Course Length Y**                      *Grade Level 11-12*

**Recommended Prerequisite:** *Aerobics*

Activities in this course focus on conditioning progressive methods of strength and fitness conditioning. Advanced students must rely on knowledge gained in the Aerobic Fitness course for their program development. This course is designed to increase students' cardiovascular endurance, strength and flexibility by utilizing a variety of fitness equipment.

## PHYSICAL EDUCATION LEADER TRAINING 814200

**Course Length S**                      *Grade Level 10-11*

**Recommended Prerequisite:** *Teacher Recommendation*

This class is designed for students to develop leadership skills and promote positive interaction with peers. Students learn how to peer coach, officiate games, and develop team building strategies in various physical activities. Successful completion of the course may allow students the opportunity to become a P.E. leader in subsequent years for the Adaptive Physical Education and/or Foundations of P.E. courses.

## WEIGHT TRAINING I 815710

**Course Length Y**                      *Grade Level 10-12*

The activities of this course are designed to provide an opportunity for strength development and conditioning. Emphasis is on how the human body responds to weight training. Students are taught the proper principles of training as well as the proper techniques of training. Students will receive practical experience in measuring, evaluating, and interpreting physical progress. It is strongly recommended that students in conditioning class be involved in extracurricular athletics.

*\*Students who are enrolled in Driver's Education may take this course as a semester course.*

## ADVANCED WEIGHT TRAINING AND CONDITIONING 815810

**Course Length Y**                      *Grade Level 10-12*

**Recommended Prerequisite:** *Weight Training I*

The Advanced Weight Training and Conditioning course targets the five main components of fitness:

1. *Muscle Strength*
2. *Muscular Endurance*
3. *Flexibility*
4. *Body Composition*
5. *Cardio-Respiratory Endurance*

Strength and endurance training occur in the weight room. The strength training involves core exercise training and a prescribed lifting routine. The conditioning portion of the class involves various exercises in the areas of agility, stretching/flexibility, running, balance, plyometric, reaction time, coordination, and speed development. This is an activity-based class; activity and exercises are required on a daily basis. It is strongly recommended that students enrolled in conditioning class be involved in extracurricular athletics and have experience with weight training and conditioning. *\*Students who are enrolled in Driver's Education may take this course as a semester course.*

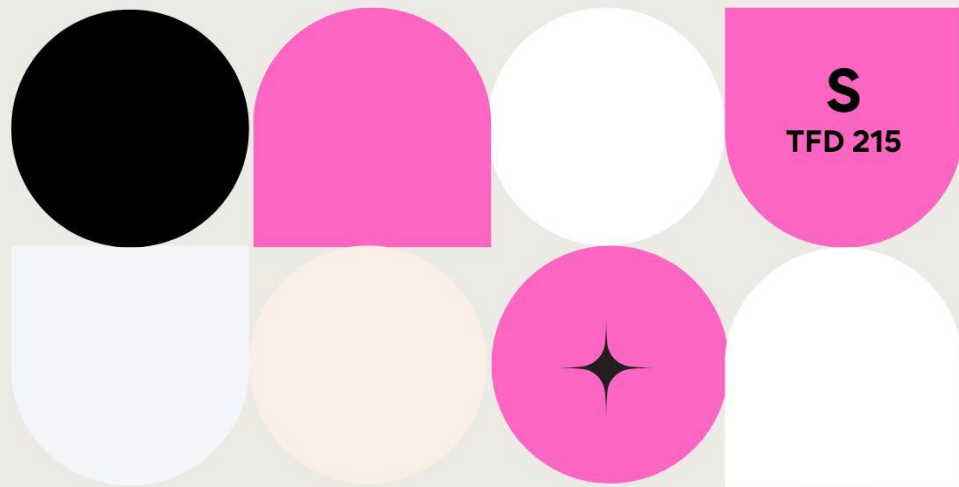
## **SURVEY OF PE WITH DRIVER EDUCATION 815500**

### **Course Length S**      *Grade Level 10-12*

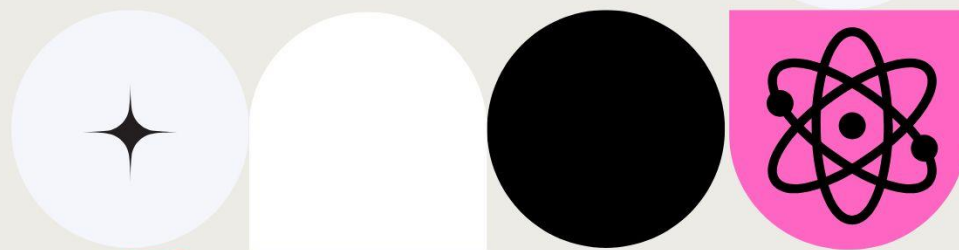
This semester course is divided into two phases. Students in this course will take the Classroom portion of Drivers Education and the Physical Education portion in the other quarter. Students who successfully complete the classroom portion of Drivers Education and meet the District's prerequisites for Driving may participate in Behind-the-Wheel instruction outside of the regular school day. During the Physical Education portion of the course, students will increase their physical skill and fitness levels through participating in sports or fitness activities that are geared to cooperative team and group participation.

Prerequisites for the regular school year classroom enrollment are:

- *Age 15 years with oldest students given first priority unless circumstances based on need warrant prior consideration. Sophomore status is required.*
- *The State of Illinois requires that a student must have had "a passing grade in at least 8 courses during the previous two semesters prior to enrolling in Driver Education." Summer school classes are not considered.*



SCIENCE



DEPARTMENT



# SCIENCE

2 CREDITS

## FRESHMAN

(9)

- BIOLOGY
- HONORS BIOLOGY

## SOPHOMORE

(10)

- CHEMISTRY
- CHEMISTRY IN THE COMMUNITY
- HONORS CHEMISTRY

## JUNIOR

(11)

- AP BIOLOGY
- AP CHEMISTRY
- PHYSICS
- AP PHYSICS I
- ANATOMY & PHYSIOLOGY
- CHEMISTRY
- CHEMISTRY IN THE COMMUNITY
- EARTH SCIENCE

## SENIOR

(12)

- AP BIOLOGY
- AP CHEMISTRY
- PHYSICS
- AP PHYSICS I
- ANATOMY & PHYSIOLOGY
- CHEMISTRY IN THE COMMUNITY
- EARTH SCIENCE



## **BIOLOGY 323000**

**Course Length Y** *Grade Level 9*

This course explores the Next Generation Science Standards using 3-dimensional learning and phenomenon-driven storylines. Emphasis is placed on improving students' thinking and decision-making skills through real world phenomena. Biology integrates the overarching concepts of DNA, Genetics and Evolution and gives students opportunities to transfer conceptual understanding to new situations. Laboratory investigations, field studies, and cooperative learning activities are integrated throughout the year.

## **HONORS BIOLOGY 314023**

**Course Length Y** *Grade Level 9*

This course explores the Next Generation Science Standards using 3-dimensional learning and phenomenon-driven storylines. Emphasis is placed on improving students' thinking, decision-making skills, mathematical computation, and graphical analysis through real world phenomena. Honors Biology integrates the overarching concepts of DNA, Genetics and Evolution and gives students opportunities to transfer conceptual understanding to new situations. Laboratory investigations, inquiry-based learning, field studies, cooperative learning activities, and self-directed learning experiences are integrated throughout the year.

## **CHEMISTRY IN THE COMMUNITY 324100**

**Course Length Y** *Grade Level 10-12*

This course aims to develop chemistry-literate and science-literate citizens by focusing on chemistry for life and citizenship. The course focuses on chemistry related societal issues or challenges, which provide the "need-to-know" for learning chemical principles. Laboratory, skill-building, modeling, and decision-making activities and projects are integrated throughout the course. The lab investigations encourage inquiry skills and guide students through experimentation, simulating real-life science investigations.

## **CHEMISTRY 353000**

**Course Length Y** *Grade Level 10-11*

**Recommended Prerequisite:** *Successful completion of Algebra I with a 'C' or higher*

This course is designed for students interested in scientific inquiry. Chemistry is the study of matter, its properties and composition. Numerous laboratory experiments, real-life based activities, use of technology, and mathematical concepts are emphasized to engage students in problem solving and critical thinking skills.

## **HONORS CHEMISTRY 324023**

**Course Length Y** *Grade Level 10*

**Recommended Prerequisite:** *Successful completion of Honors Level Math course with a 'C' or higher, or math/science teacher recommendation*

This course is a more intensive study of matter and the changes in its composition. Experimentation, laboratory write-ups and use of technology are incorporated as preparation for high level science courses. Emphasis is placed on mathematical relationships requiring a strong foundation in Algebra.

## AP BIOLOGY 314400

(college credit available)

**Course Length Y**      *Grade Level 11-12*

**Recommended Prerequisite:** *Successful completion of Honors Biology and Honors Chemistry or successful completion of Biology and Chemistry with teacher recommendation.*

AP Biology is an introductory college-level course. In this course, students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes – energy and communication, genetics, information transfer, ecology and interactions. This course requires that 25 percent of the instructional time is spent in hands-on laboratory work to provide students with opportunities to apply science practices. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school.

## AP CHEMISTRY 324600 (college credit available)

**Course Length Y**      *Grade Level 11-12*

**Recommended Prerequisite:** *Successful completion of Honors Chemistry with a ‘C’ or higher or chemistry teacher recommendation*

AP Chemistry is a course designed for students that have an interest in pursuing a career in science, engineering, or related fields. This class emphasizes the relationships between elements, compounds, and their reactions. Utilizing technology commonly found in college chemistry, students are expected to develop the ability to analyze and synthesize information through laboratory experiments and independent activities. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school.

## PHYSICS 355100

**Course Length Y**      *Grade Level 11-12*

A variety of topics are covered including mechanics, kinematics, wave phenomena, electricity, and nuclear physics. Concepts in physics are presented through extensive opportunities for lab experiments, real-life based applications, and the use of technology to engage students in problem solving and critical thinking skills.

## AP PHYSICS 356000 (college credit available)

**Course Length Y**      *Grade Level 11-12*

This course is an algebra-based introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy momentum, simple harmonic motion, torque and rotational motion, and mechanical waves. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school.

## **EARTH SCIENCE 351088**

**Course Length Y**      *Grade Level 11-12*

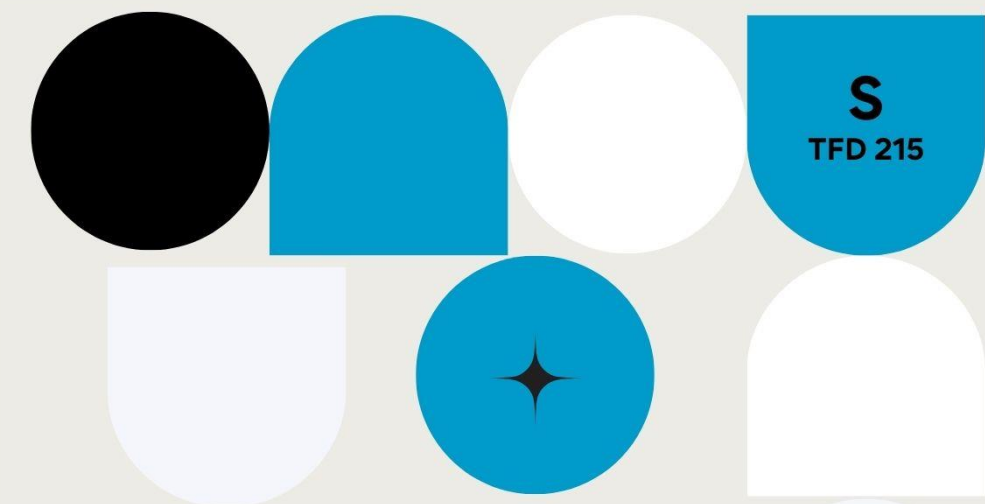
**Recommended Prerequisite:** *Biology*

The major topics covered in this lab-based course include: astronomy, general characteristics of the Earth as a planet, Earth's materials and resources, the Earth's surface and how it has been sculpted into its many land forms, characteristics of the oceans as one of the most vital of all Earth's features, history of the Earth, the nature of weather and climate, and the use of topographic maps to aid in studying Earth. Students enrolled in this course continue to develop inquiry skills through laboratory investigations, the use of technology, and research methodologies.

## **ANATOMY & PHYSIOLOGY 352000**

**Course Length Y**      *Grade Level 11-12*

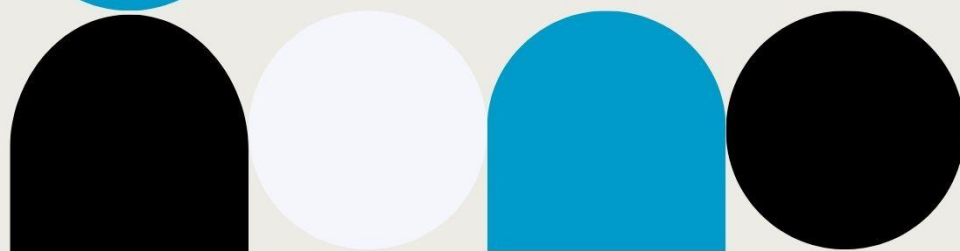
This course is designed as an extensive study of the structure and function of the human body from the cellular level through organ systems. Students actively engage in experiments, dissections, and technology-based activities that prepare them for future studies in the health occupation science field.



# SOCIAL STUDIES



# DEPARTMENT





# SOCIAL STUDIES

3 CREDITS

## FRESHMAN

(9)

- AP HUMAN GEOGRAPHY
- HONORS WORLD HISTORY
- WORLD HISTORY

## SOPHOMORE

(10)

- AP EUROPEAN HISTORY
- AP HUMAN GEOGRAPHY
- AP U.S. HISTORY
- HONORS U.S. HISTORY
- U.S. HISTORY

## JUNIOR

(11)

- AP EUROPEAN HISTORY
- AP HUMAN GEOGRAPHY
- AP U.S. HISTORY
- CIVICS
- ECONOMICS
- HONORS CIVICS
- HONORS ECONOMICS

## SENIOR

(12)

- AP EUROPEAN HISTORY
- AP HUMAN GEOGRAPHY
- AP U.S. HISTORY
- CIVICS
- ECONOMICS
- HONORS CIVICS
- HONORS ECONOMICS

## ELECTIVES

- AMERICAN DIVERSITY
- AP PSYCHOLOGY

## ELECTIVES

- AMERICAN DIVERSITY
- AP AFRICAN AMERICAN STUDIES
- AP PSYCHOLOGY
- HISTORY OF CHICAGO
- PSYCHOLOGY
- SOCIOLOGY

## ELECTIVES

- AMERICAN DIVERSITY
- AP AFRICAN AMERICAN STUDIES
- AP PSYCHOLOGY
- HISTORY OF CHICAGO
- PSYCHOLOGY
- SOCIOLOGY

## **WORLD HISTORY 213000**

**Course Length Y** *Grade Level 9*

World History explores the historical background of those forces that have shaped the world. It will trace the historical development of the world from the time of the first transoceanic encounters through the modern era including, but not limited to, the fall of communism. This course emphasizes geographic, political, economic, and social forces in accordance with Illinois state guidelines.

## **HONORS WORLD HISTORY 214023**

**Course Length Y** *Grade Level 9*

Honors World History examines the same content as World History with increased emphasis on primary documents and sources in preparation for continued education and the global community in the twenty-first century.

## **AP HUMAN GEOGRAPHY 255600**

*(college credit available)*

**Course Length Y** *Grade Level 9-12*

AP Human Geography is an introductory college-level course. This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school. Successful completion of this course may be used to fulfill the World History graduation requirement.

## **U.S. HISTORY 223000**

**Course Length Y** *Grade Level 10*

U.S. History is a mandatory course for graduation in the state of Illinois. This course introduces students to the history of the nation from the pre-Columbian times to the modern day. Students will: identify and analyze the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice; analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups; and analyze multiple and complex causes of events in the past.

## **HONORS U.S. HISTORY 224023**

**Course Length Y** *Grade Level 10*

Honors U.S. History examines the same content as the U.S. History course, but with increased emphasis on historical analysis, in-depth projects, college prep writing, and primary sources. This course traces political, social, and economic developments from Pre-Columbian America to modern times.

## **CIVICS 232100**

**Course Length S** *Grade Level 11-12*

This course will allow students to investigate and understand our basic governmental institutions, discuss current and societal issues, engage in simulations of democratic processes, and give students opportunities to take informed action upon their leaving. This course meets state and federal Constitution requirements.

## **HONORS CIVICS 235123**

**Course Length S**      *Grade Level 11-12*

This course will allow students to investigate and understand our basic governmental institutions, discuss current and societal issues, engage in simulations of democratic processes, and give students opportunities to take informed action upon their learning. The course includes a focus on civil discourse and argumentative writing. This course is designed to provide an introduction to leadership by focusing on what it means to be a good leader and to enforce the importance of civic engagement. This course meets state and federal Constitution requirements.

## **ECONOMICS 231500**

**Course Length S**      *Grade Level 11-12*

Economics is a course designed to increase the student's knowledge in two primary content areas. In the first of these areas, students will study the operation of American economy. This phase will feature the free enterprise system. Topics of study will include supply and demand, international trade, the market system, and alternative economic systems. In addition, this phase will cover economic problems such as unemployment, inflation, taxes, and the business cycle. The second phase of the course will deal with consumer issues. It will focus on career choice, investments, savings, insurance, banking, and other areas of personal finance. This course fulfills the Consumer Education requirements as established by the State of Illinois.

## **HONORS ECONOMICS 234023**

**Course Length S**      *Grade Level 11-12*

Economics is a course designed to increase the student's knowledge in two primary content areas. In the first of these areas, students will study the operation of the American economy. This phase will feature the free enterprise system. Topics will include supply and demand, international trade, the market system, and alternative economic systems. Honor students will cover the same topics as outlined in Economics except students taking the Economics course for honors weighted credit will face academic challenges related to the level of assessments, content, and the use of extended written assignments. This course fulfills the Consumer Education requirements as established by the State of Illinois. Students enrolled at the Honors level should expect to complete additional readings outside of class relative to the current U.S. economy, research current events, and organize information through various projects and presentations.

## **AP U.S. HISTORY 245100**

*(college credit available)*

**Course Length Y**      *Grade Level 10-12*

This writing and reading intensive course is for those students interested in earning college credit. Topics range from the impact of the Puritans to present day issues. Emphasis is placed on the study of primary documents and other historical writings. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school. Successful completion of this course may be used to fulfill the U.S. History graduation requirement.

## **AP EUROPEAN HISTORY 245000**

(college credit available)

**Course Length Y**      *Grade Level 10-12*

This elective course deals with the political, diplomatic, economic, social, intellectual, and cultural events in Europe from the high Renaissance to the present. There is also a brief review of the classical and medieval periods for the purpose of analyzing their impact on modern Europe. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school. Successful completion of this course may be used to fulfill the World History graduation requirement.

These elective courses do not meet the Social Studies graduation requirement for District 215.

## **PSYCHOLOGY 255000**

**Course Length S**      *Grade Level 11-12*

This elective course is a general course of study whereby students come to understand their own behavior and the behavior of others. Some topics include: the principles of scientific investigation, the principles of learning, the physiology of the nervous system, personality development, and coping with stress. Topics of current interest in psychology are also presented for discussion. The intent is to give students the practical means with which to understand and utilize the material in their own lives.

## **AP PSYCHOLOGY 255500**

(college credit available)

**Course Length Y**      *Grade Level 10-12*

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas. While the course offers much personal and practical information, it is also intended to prepare students for college. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school.

## **HISTORY OF CHICAGO 261000**

**Course Length S**      *Grade Level 11-12*

**Recommended Prerequisite: U.S. History**

Did you ever wonder how the “Windy City” became the dominant metropolis of the Midwest? This elective course is designed for students to explore Chicago from an economic, political, and cultural perspective. Beginning with the city’s founding, students will learn about such topics as: Fort Dearborn, the Great Fire of 1871, the World’s Columbian Exhibition of 1893, the development of unique architecture and modern-day ethnic and economic diversity exclusive to Chicago. Students will additionally explore Chicago through literature by reading excerpts Upton Sinclair’s **The Jungle** and Erik Larson’s **The Devil in the White City**.

## **SOCIOLOGY 251200**

**Course Length S**      *Grade Level 11-12*

This elective course takes students on an exploration of the individual – from birth through death. In this semester course, students learn what shapes and forms the individual within a group based on culture, social class, and the development of personality. Students develop a deeper understanding of an individual’s role within a group by experiencing their mobility through life and its many outcomes.



## **AMERICAN DIVERSITY 231600**

**Course Length S**      *Grade Level 10-12*

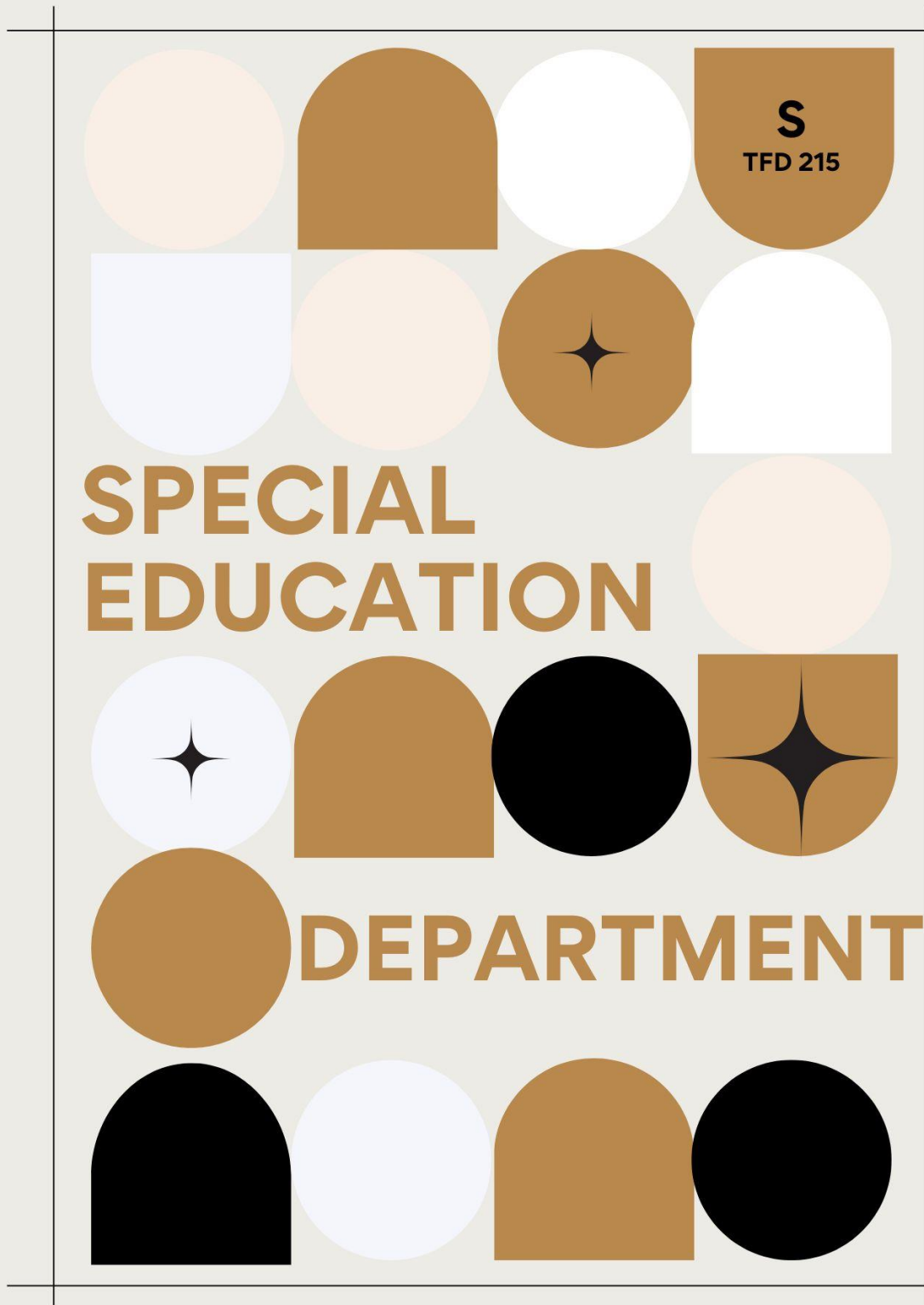
This elective course is designed for students who desire to examine and gain an understanding of American minority groups, namely African-Americans, Asians, Latinos/Hispanics (Chicanos, Puerto Ricans, Cubans, and others), Native Americans, Jewish Americans, women in America, Arab-Americans, European Americans, and aging Americans. This course also provides an overview of the social, historical, and cultural experiences of these various groups in American society. Students are required to think critically about such topics as: affirmative action, educational equality, and the multicultural world. The ultimate goal for students is to gain knowledge about people who are different from mainstream society and enhance their ability to bridge the gaps of division and better appreciate our world.

## **AP AFRICAN AMERICAN STUDIES 231800**

*(college credit available)*

**Course Length Y**      *Grade Level 11-12*

This is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of diversity of Black communities in the United States within the broader context of Africa and the African diaspora.



## **MATH FUNDAMENTALS**

**Course Length Y**      *Grade Level 9-12*

***This course is offered to students in specific special education programs.***

This course teaches the basic concepts of mathematics and operations. Instruction is carefully sequenced, moving from understanding place value and numeration before moving into more complex skills. Students are also introduced to Algebra and learn basic geometric concepts. Content focuses heavily on the functional application of academic skills-with an emphasis on generalizing skills across real-world settings. A calculator (graphing or scientific) is utilized in this course.

## **CONSUMER MATH**

**Course Length Y**      *Grade Level 9-12*

***This course is offered to students in specific special education programs.***

This course focuses on real world math applications to help students develop skills necessary for independent living. Units of study include earning and using money, budgeting, paying bills, buying food, shopping for clothes, and managing a household. Students will utilize calculators when appropriate.

## **ALGEBRA**

**Course Length Y**      *Grade Level 9-12*

***This course is offered to students in specific special education programs.***

The course is designed to help students develop a basic understanding of expressions, equations, inequalities, graphing, and exponents. Students explore relationships and represent data in tables, graphs, and as mathematical expressions. Students will utilize calculators when appropriate.

## **GEOMETRY 523000**

**Course Length Y**      *Grade Level 9-12*

***This course is offered to students in specific Special Education programs.***

This course is designed to help students develop a basic understanding of the properties of common geometric figures, the calculation of perimeter, circumference and area of common geometric figures, the identification and application of similar and congruent triangles, coordinate geometry, linear equations, the calculation of slope, the determination of parallel and/or perpendicular lines. Students will utilize calculators when appropriate.

## **COOPERATIVE WORK TRAINING (CWT)**

**Course Length Y**      *Grade Level 12*

Cooperative Work Training (CWT) is a senior level course for students with an IEP. Students must interview and be accepted into the program. CWT is a two-part program which includes classroom preparation and work or volunteer experience. Experience gained through employment, job shadows, volunteer service, and meaningful field trips are related to animated classroom discussions, projects, and presentations. The overall objective of this program is to provide an opportunity for students to acquire marketable skills and knowledge for their future career path.

## STUDY SKILLS

### **Course Length Y**      *Grade Level 9-12*

Study Skills is an optional course for students with an IEP who enroll in two or more general education core subject matter classes. This elective, credit-bearing class allows students the opportunity to get assistance with their course work and complete assignments from their classes while striving to improve their grades. A focus on career, personal, and professional management is included as part of their transition plan. Students also work on the mastery of their IEP goal(s).

## PERSONAL GROWTH & DEVELOPMENT (PG & D)

### **Course Length Y**      *Grade Level 9-12*

***This course is offered to students in specific special education programs.***

Personnel Growth and Development is a course designed to support students with an IEP that have been identified as needing social development support. This course teaches students how to display proper communication skills, appropriate behaviors, and positive work habits in and out of school through skill streaming. Students are allowed to take this course more than once for elective credit.

## CAREER EDUCATION JOB

## READINESS

### **Course Length Y**      *Grade Level 11-12*

This elective course is designed for junior/senior level students with an IEP. It provides vocational training, assessment and ongoing functional, academic and social training to promote a successful transition from high school to the world of work, supported employment, post-secondary education or other adult settings. Instruction focuses on goal setting, relationship building, college and career readiness and self-care. Emphasis is placed on personal development while giving students the opportunity to develop the necessary skills to build professional qualities.

## **LIFE SKILLS I**

**Course Length Y**      *Grade Level 10-12*

***This course is offered to students in specific special education programs.***

This elective course is designed to meet the unique educational, vocational, and independent living skills of the exceptional secondary student. Major topics covered in this course include: verbal and non-verbal communication, written expression, real-world math application skills, activities of daily living and health wellness.

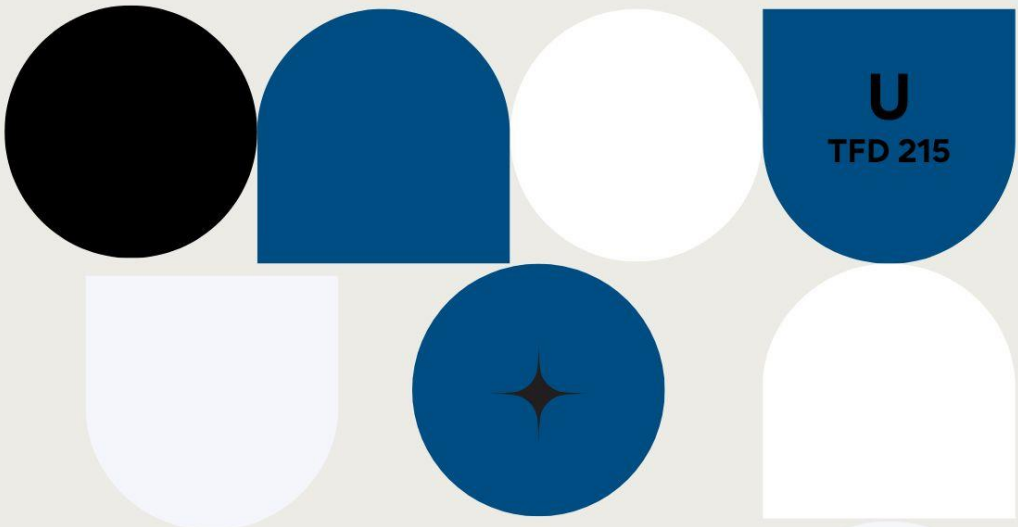
## **LIFE SKILLS II**

**Course Length Y**      *Grade Level 11-12*

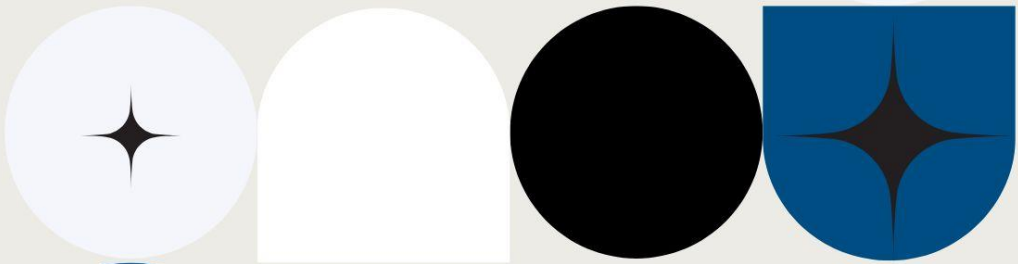
***This course is offered to students in specific special education programs.***

This elective course is designed to meet the unique academic and vocational needs of the exceptional secondary student. It is designed to reinforce current core academic skills, while building essential independent living and vocational strengths. Students in this course build upon the skills covered in the Life Skills I course.





# UNIVERSITY/ COLLEGE



# OPPORTUNITIES



## COLLEGE STEP-UP PROGRAM

### South Suburban College

(start college early)

**Course Length S**      *Grade Level 12*

**Prerequisite: A Test Placement Score may be required.**

Seniors have an opportunity to earn college credits at a free or reduced cost. District 215 has partnered with South Suburban College (SSC) to offer this unique opportunity for our senior students. Students must test into a 100-level course to qualify for the tuition waivers using their ACT score or SSC Placement test. Student fees and books are to be paid for by the student/parent.

## COLLEGE STEP-UP PROGRAM

### Chicago State University

(start college early)

**Course Length S**      *Grade Level 11- 12*

Juniors and Seniors have an opportunity to earn college credits tuition free with the partnership District 215 has with Chicago State University (CSU). Students with an unweighted grade point average (G.P.A.) of 2.75 or higher qualify for CSU's non-degree Student-At-Large program. Students can take one or two courses each semester. District 215 students are provided orientation before the start of classes or during the currently enrolled session. Additionally, CSU will provide students with an advisor/monitor who will serve as a liaison to District 215's Early College Coordinator to monitor the student's progress. Student tuition and fees for courses taken with CSU are covered at no cost to the student. The cost of textbooks, lab fees, and non-tuition student fees, are to be paid for by the student/parent. District 215 students are provided orientation before the start of classes or during the currently enrolled session. Additionally, CSU will provide students with an advisor/monitor who will serve as a liaison to District 215's Early College Coordinator to monitor the student's progress. Student tuition fees for courses taken with CSU are covered at no cost to the student. The cost of textbooks, lab fees, and non-tuition student fees, are to be paid for by the student/parent.

## **NATIONAL EQUITY LAB (NEL) PROGRAM**

(start college early)

**Course Length S**      *Grade Level 10-12*

***Prerequisite: College Readiness based on benchmarks from State test or submission of writing sample.***

Seniors have an opportunity to earn up to 8 college credits tuition free or at a reduced tuition cost. District 215 has partnered with National Equity Lab (NEL) to deliver online college credit-bearing courses via a combination of asynchronous and synchronous learning during the regularly scheduled school day. Courses are taught by college professors and facilitated by the high school teacher. Course selections vary each semester and are offered through various prestigious universities such as: Howard, Yale, Arizona State, Cornell, and University of Pennsylvania. College credit for the course taken, as well as high school elective credit, will be issued upon successful completion of the course. \*A student that is enrolled in and successfully completes NEL's Essentials of Personal Finance course would fulfill the graduation requirement for D215 and the State of IL for Consumer Education.



# WORLD LANGUAGE

<b>American Sign Language</b>	<b>French Language Program</b>	<b>Spanish Language Program</b>	<b>Spanish Heritage Learners</b>
<b>American Sign Language I</b>	<b>French I</b>	<b>Spanish I</b>	<b>Spanish Language and Culture for Heritage Learners I</b>
	<b>French II</b>	<b>Spanish II</b>	<b>Spanish Language and Culture for Heritage Learners II</b>
	<b>French III</b>	<b>Spanish III</b>	<b>Spanish III</b>
	<b>Honors French IV</b>	<b>Honors Spanish IV or AP Spanish Language</b>	<b>or AP Spanish Language</b>
			<b>AP Spanish Literature and Culture</b>
		<b>AP Spanish Literature and Culture</b>	



## **FRENCH I 011000**

**Course Length Y**      *Grade Level 9-11*

This is an interactive course that introduces students to the basics of the French language and culture. Students will have the opportunity to learn the French language through a variety of activities and strategies that build listening, speaking, reading, and writing skills. French I is taught using a mixture of English and French. They will also participate in traditions and events indicative of the French-Speaking world.

## **FRENCH II 021000**

**Course Length Y**      *Grade Level 10-12*

**Prerequisite:** *French I*

Students continue to develop speaking, listening, reading and writing skills necessary to form a firm foundation in the language, history and culture of French speaking countries. Practical aspects of communicating are reinforced and practiced with regularity through projects, research, performance and assessments. French II is taught with a mixture of English and French.

## **FRENCH III 031000**

**Course Length Y**      *Grade Level 11-12*

**Prerequisite:** *French II*

Students continue to develop all four basic language skills with an emphasis on conversational and reading skills. They begin to read more complex texts with vocabulary, grammar, and visual support to develop inferencing skills. Oral presentations may include skits, guided conversations, and special theme-related activities and events. Students begin to study the French cultural influences of art, history, and literature. French III is taught in immersive French with some English support.

## **HONORS FRENCH IV 042023**

**Course Length Y**      *Grade Level 12*

**Prerequisite:** *French III*

This is an interactive immersive language course that builds skills in listening, speaking, reading, and writing in the French language. Students will explore French culture, literature, and language while expressing themselves in the target language through project-based learning. French IV is taught entirely in French with some support.

## SPANISH I 013000

**Course Length Y**      *Grade Level 9-11*

This beginning course incorporates the American Council on the Teaching of Foreign Languages Communication skills (interpersonal, interpretive, and presentational) at an introductory level. Cultural and historical elements are integrated throughout the year-long course. Students engage in projects, events, and other activities that enhance their knowledge of the language and culture in Spanish speaking locations.

## SPANISH II 023000

**Course Length Y**      *Grade Level 9-12*

**Prerequisite:** *Successful completion of Spanish I or passing score on 8<sup>th</sup> grade Spanish proficiency exam*

This course builds on the American Council on the Teaching of Foreign Languages Communication skills (interpersonal, interpretive, and presentational) necessary to form a firm foundation in the language, history and culture of Spanish speaking countries. Students who have had Spanish I in junior high may enroll in Level II after passing our district's proficiency exam. Practical aspects of communicating are reinforced and practiced with regularity through projects, research, performance, and assessments.

## SPANISH III 033000

**Course Length Y**      *Grade Level 10-12*

**Prerequisite:** *Successful completion of Spanish II*

Spanish III continues to develop American Council on the Teaching of Foreign Languages Communication skills (interpersonal, interpretive, and presentational), using activities such as guided compositions, reading contemporary articles, listening to audio/ video tapes, and conversing in the language. Students become familiarized with art, literature, and the history of the Hispanic culture.

## HONORS SPANISH IV

**Course Length Y**      *Grade Level 11-12*

**Prerequisite:** *Successful completion of Spanish III*

Listening and writing skills are polished, along with an emphasis on speaking and reading. Students increase their vocabulary and grammatical knowledge by reading, discussing, and writing about contemporary topics and Hispanic literature. This course prepares students for the rigor of AP Spanish.

## AP SPANISH LANGUAGE 054000

*(college credit available)*

**Course Length Y**      *Grade Level 11-12*

**Prerequisite:** *Successful completion of Spanish III only with teacher recommendation or successful completion of Honors Spanish IV or Spanish Language and Culture for Heritage Learners II*

This rigorously paced course follows the recommended Advanced Placement Spanish outline. Students continue to expand their knowledge through short stories, advanced grammar practice, intense vocabulary, essay writing, and listening to native speakers. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school.

## AP SPANISH LITERATURE AND CULTURE 055000

(college credit available)

**Course Length Y**                      *Grade Level 12*

**Recommended Prerequisite:** *Successful completion of AP Spanish Language. Honors Spanish IV or successful completion of Heritage Speakers II/Spanish III with teacher recommendation.*

AP Spanish Literature and Culture uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin America, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (inter- personal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. This course also includes a strong focus on cultural connections and comparisons, including exploration of various media. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school.

## SPANISH LANGUAGE AND CULTURE FOR HERITAGE LEARNERS I 0103100

**Course Length Y**                      *Grade Level 9-12*

**Prerequisite:** *Placement based on screening process*

The purpose of this course is to offer students the opportunity to study formal Spanish and achieve Spanish proficiency free of English interference. Students are provided a review of fundamental grammar and culture for better understanding of their first language. Best described as a Spanish Language Arts course, Spanish Language and Culture for Heritage Learners I uses historical context to develop the American Council on the Teaching of Foreign Languages Communication skills (interpersonal, interpretive, and presentational). Students placed in this course are required to demonstrate a level of Spanish proficiency.

## SPANISH LANGUAGE AND CULTURE FOR HERITAGE LEARNERS II

0103200

**Course Length Y**                      *Grade Level 10-12*

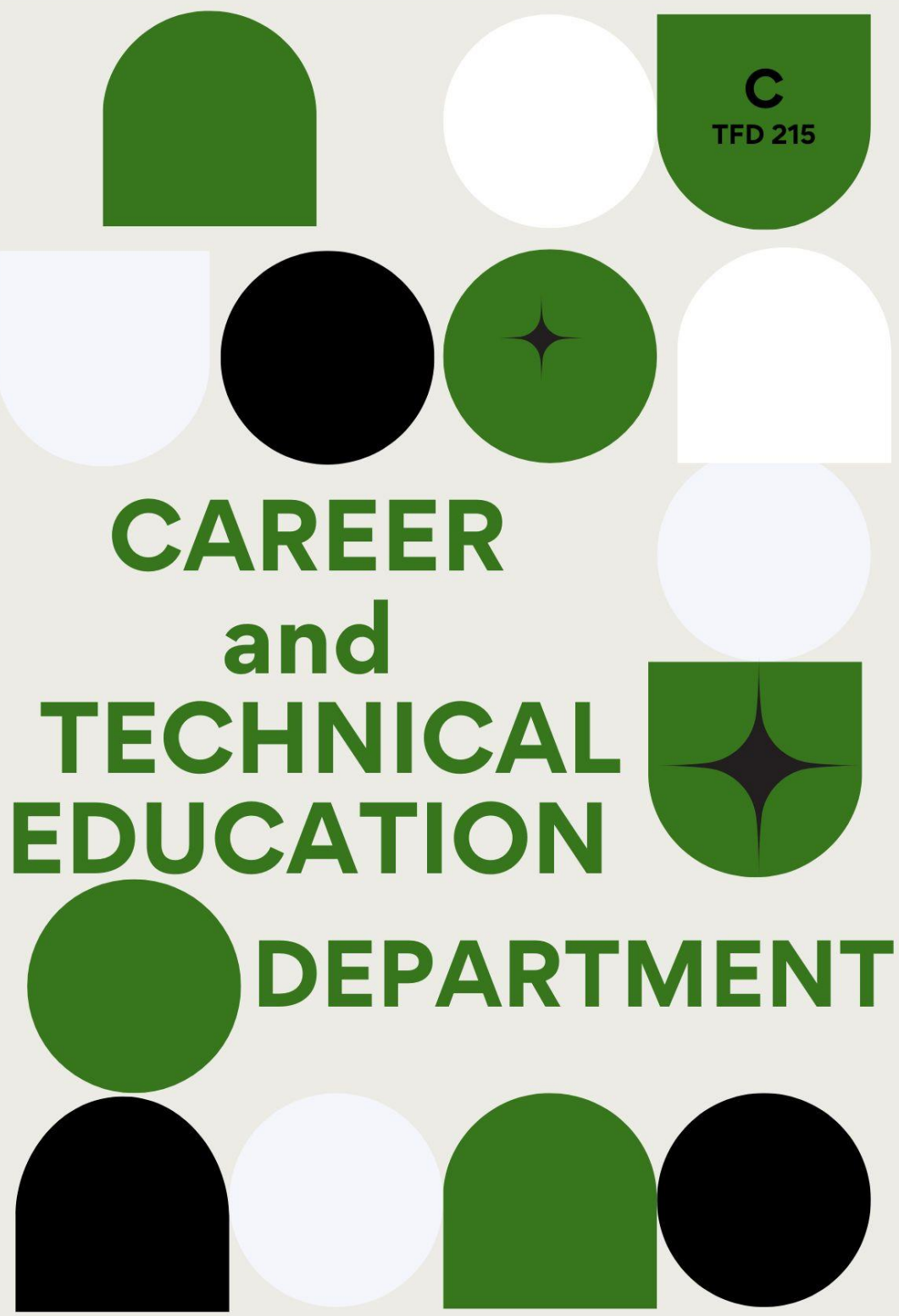
**Prerequisite:** *Successful completion of Heritage Learners I course*

This course expands students' proficiency and moves learners beyond basic language development to the advanced range across the three modes of communication. The purpose of this course is to continue providing opportunities for students to expand their critical thinking skills and deepen their understanding of the target cultures and use the language in real life settings. With an emphasis on writing and speaking this course uses historical context to teach literature and vocabulary. Best described as a Spanish Language Arts course, Spanish Language and Culture This course is offered for students who have for Heritage Learners provides students with a deeper understanding of grammar and syntax. This course is offered for students who have completed the Heritage Learners I course.

## AMERICAN SIGN LANGUAGE I 010100

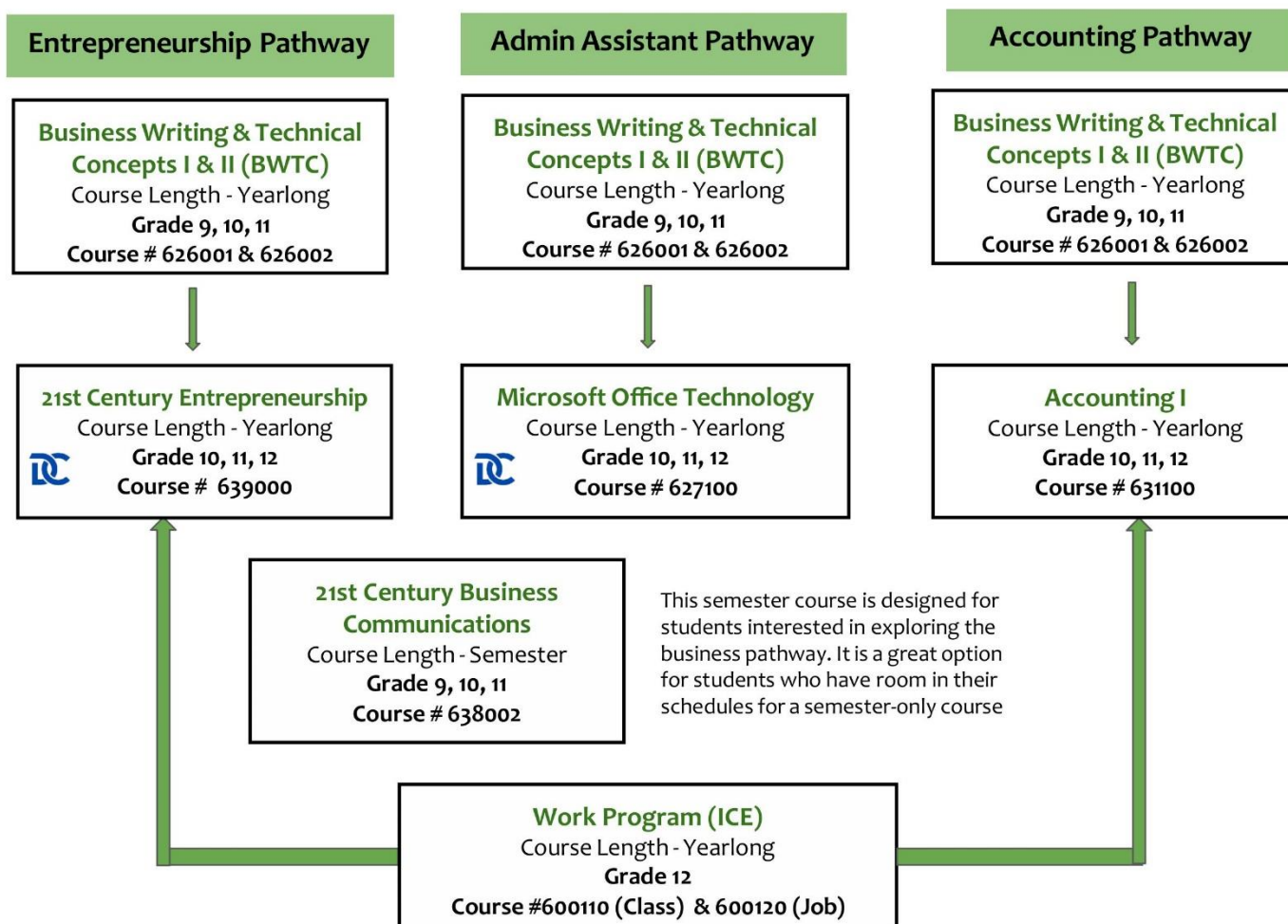
**Course Length Y**                      *Grade Level 9-12*



Designed to introduce students to American Sign Language and culture, this course prepares students to communicate authentically in American Sign Language by interpreting (reading/viewing), exchanging (signing and reading), and presenting (signing) information on a variety of topics while introducing the relationship among the practices, perspectives, and cultures of deaf people and communities.



**CAREER**  
**and**  
**TECHNICAL**  
**EDUCATION**  
**DEPARTMENT**

# Business Management & Administration / Business Finance



Course #	Course Title	Year	Credit	Prerequisite	Grade
626001	Business Writing & Tech Concepts I	.5	.5	None	9-11
626002	Business Writing & Tech Concepts II	.5	.5	BWTC I	9-11
639000	 21st Century Entrepreneurship	1	1	BWTC II	10-12
638002	21st Century Bus Communications	.5	.5	BWTC II	9-11
627100	 Microsoft Office Technology	1	1	BWTC II	10-12
631100	Accounting I	1	1	BWTC II	10-12
600110 600120	Work Program (ICE) - Class & Job	1	2	Employed by 10 <sup>th</sup> day of school	12

 - Dual Credit available



## **BUSINESS WRITING & TECHNICAL CONCEPTS I 626001**

**Course Length S**                      *Grade Level 9-11*

Students learn the basic essentials of word processing, spreadsheets, presentations, and internet research and are introduced to the Microsoft Office Suite, which includes Word, PowerPoint, and Excel. In addition, students learn to apply in-depth word processing applications using Microsoft Word, as well as integrated applications from PowerPoint and Excel. Emphasis is placed on the creation and enhancement of business, educational, and personal documents, which reinforces communication and problem-solving skills.

## **BUSINESS WRITING & TECHNICAL CONCEPTS II 626002**

**Course Length S**                      *Grade Level 9-11*

**Prerequisite:** *Business Writing & Technical Concepts I*

This course provides a comprehensive overview of fundamental business concepts and the essential software tools used in the modern business environment. Students will explore key topics such as marketing, finance, management, and entrepreneurship, gaining a solid foundation in how businesses operate. In addition to theoretical knowledge, students will develop practical skills by working with popular business software applications, including spreadsheets, presentation tools, and project management software. Through hands-on projects and real-world case studies, learners will apply their understanding of business principles while enhancing their technical proficiency. By the end of the course, students will be equipped with the knowledge and skills necessary to navigate the business landscape and utilize software tools effectively, preparing them for further studies in business or entry-level roles in the workforce. Ideal for those interested in pursuing a career in business or simply wanting to understand how businesses thrive in today's economy.

## **MICROSOFT OFFICE TECHNOLOGY 627100**

**Course Length Y**                      *Grade Level 10-12*

Students learn the skills necessary to become a Microsoft Office Specialist. This course prepares students to effectively use information processing as a tool to develop professional type documents and publications. Students learn the components of the Microsoft Office Suite which include Word, Excel, Access, PowerPoint, and Publisher as well as the basics of web page development. The course also features activities in the use of Internet research and points of reference. Students develop an understanding of the general operations of a network and explore network terminology to learn how it is used as a means to interact with the world of business. [!\[\]\(faf942dc3e59ce8eb64b4ac481eca7e0\_img.jpg\)](#)

## **ACCOUNTING I 631100**

**Course Length Y**                      *Grade Level 10-12*

**Prerequisite:** *Business and Tech Concepts II or 21st Century Business Communications*

Accounting is known as the “language of business” and is an integral aspect of all business activities. The prime objective of this course is to introduce students to the double-entry accounting system for sole proprietorship by using real-world applications and connections. The entire accounting cycle from transaction analysis to financial statements will be covered as well as processing payroll and personal taxes. Students will complete work through online papers, spreadsheets, assessments, and simulations. Computerized accounting software will also be used throughout the course.

## **WORK PROGRAM INTERRELATED COOPERATIVE EDUCATION**

**600110 (ICE Class) 600120 (ICE Job)**

**Course Length Y**      *Grade Level 12*

Interrelated Cooperative Education (ICE) is a two-credit program. One credit is earned through classroom preparation (ICE Class) while the other credit is gained for work or volunteer experience (ICE Job) which is designed to prepare students for the world of work. Many students enter senior year of high school not knowing which career field they would like to pursue after graduation.

Experience is gained through employment, job shadows, volunteer service, and meaningful field trips that are related to animated classroom discussions, projects, and presentations. The overall objective of this program is to provide an opportunity for students to acquire marketable skills and knowledge for their future career path. Extensive instructions are given to create cover letters, resumes, references, and electronic portfolios. This course allows students to receive the necessary tools to generate and practice successful interviewing strategies during our Mock Interviews. Students use a variety of technology and software to help them find the right career, consider future education and training opportunities, and manage personal finances. Emphasis is also placed on personal development while each student will be given the opportunity to develop the necessary skills to build important professional qualities such as: image building, team building, interpersonal skills, critical thinking and decision-making skills, and a strong work ethic.

## **21<sup>ST</sup>CENTURY BUSINESS COMMUNICATIONS 638002**

**Course Length S**      *Grade Level 9-11*


**Prerequisite: Prerequisite: Business and Tech Concepts II**

This course is a unique program designed to assist students in self-reflection and self-assessment. Students are given an opportunity to make confident decisions about future careers, to strengthen professional skills, and to develop career-building strategies. Extensive instruction is given on employment documents including resumes, cover letters, references, and electronic portfolios. Interviewing skills are taught and practiced through mock interview events. Students use a variety of technology and software to help them find the right career, explore different career options, or plan future education and training. Emphasis is also placed on personally developing the necessary skills to build important professional qualities such as image building, team building, interpersonal skills, critical thinking, and decision-making skills as well as a strong work ethic.

## **21ST CENTURY ENTREPRENEURSHIP 639000**

**Course Length Y**      *Grade Level 10-12*

**Prerequisite: Business and Tech Concepts II or 21st Century Business Communications**

This course equips aspiring entrepreneurs with the knowledge and skills to own and operate their businesses. Emphasis is placed on ownership, structure, goal setting, market identification, and financial planning. Students will be introduced to managerial and marketing concepts, organizational planning, basic accounting principles, and business plan development. Students will create and deliver a professional business plan presentation in a real-world 'Shark Tank' style competition. 

# Arts & Communication

## Graphic Design Pathway

**Business Writing & Technical Concepts I & II (BWTC)**  
Course Length - Yearlong  
Grade 9, 10, 11  
Course # 626001 & 626002



**Graphic Design**  
Course Length - Yearlong  
Grade 10, 11, 12  
Course #715000

## TV Broadcasting Pathway

**Intro to TV Production**  
Course Length - Yearlong  
Grade 9, 10  
Course #612000



**TV Production I**  
Course Length - Yearlong  
Grade 10, 11  
Course #613000



**TV Production II**  
Course Length - Yearlong  
Grade 11, 12  
Course #614000

## Digital Photography Pathway

**Business Writing & Technical Concepts I & II (BWTC)**  
Course Length - Yearlong  
Grade 9, 10, 11  
Course # 626001 & 626002



**Digital Photography - TFS**  
Course Length - Yearlong  
Grade 10, 11, 12  
Course #714100

Course #	Course Title	Year	Credit	Prerequisite	Grade
626001	Business Writing & Tech Concepts I	.5	.5	None	9-11
626002	Business Writing & Tech Concepts II	.5	.5	Bus & Tech I	9-11
715000	Graphic Design	1	1	Bus & Tech II	10-12
714100	Digital Photography – <b>TFS Only</b>	1	1	Bus & Tech II	10-12
612000	Intro to TV Production	1	1	None	9-10
613000	TV Production I	1	1	Intro to TV Prod	10-11
614000	TV Production II	1	1	TV Prod I	11-12

## **DIGITAL PHOTOGRAPHY 714100**

**(T.F. South only)**

**Course Length Y**      *Grade Level 10-12*

Digital photography is an upper-level course which introduces students to the fundamentals of technology-based artwork. Students learn the basic operations of a digital still camera and Adobe Photoshop CS5 to create unique computer-based projects. Digital imaging strives to integrate students with the tools and techniques necessary to become a commercial graphic artist.

## **GRAPHIC DESIGN 715000**

**Course Length Y**      *Grade Level 10-12*

Graphic Design is an upper-level course that places an emphasis on design skills through the arts of Printmaking, Commercial Design and Computer Graphics. Students develop skills in Adobe Creative Cloud Suite, composition, layout, product design, typography, logo creation and other visual processes related to graphic design careers.

## **INTRODUCTION TO TELEVISION TECH 612000**

**Course Length Y**      *Grade Level 9-10*

This course exposes students to the fundamentals of Video and Film Production. Students learn and apply proper television and film production techniques for handling and operating television cameras, microphones, and lighting equipment, as well as all of the equipment related to producing television and film in our advanced editing/studio facility. Students use Apple computers and are introduced to iMovie, Aperture, and Photoshop to complete digital projects. Skills learned include: lighting, storyboarding and script writing, digital editing, sound recording, music production, special effects, and video mixing. Movie and television history, equipment mechanics and critical viewing are also explored.

## **TELEVISION PRODUCTION I 613000**

**Course Length Y**      *Grade Level 10-11*

**Prerequisite: introduction to Television Tech**

In Television Production I, students learn the industry standard techniques of camera operation, audio production and lighting for TV and film, as well as computer-based editing on the industry's leading software, Final Cut Pro. Students work on short news stories, commercials, and documentaries to be aired on the District's video network. This advanced course challenges students with more detailed and more complex video production projects. In addition to learning advanced, professional software applications, students experiment with cinematic lighting, sound design, competitive production, editing, and animation. Movie and television career opportunities and critical viewing are also explored.

## **TELEVISION PRODUCTION II 614000**

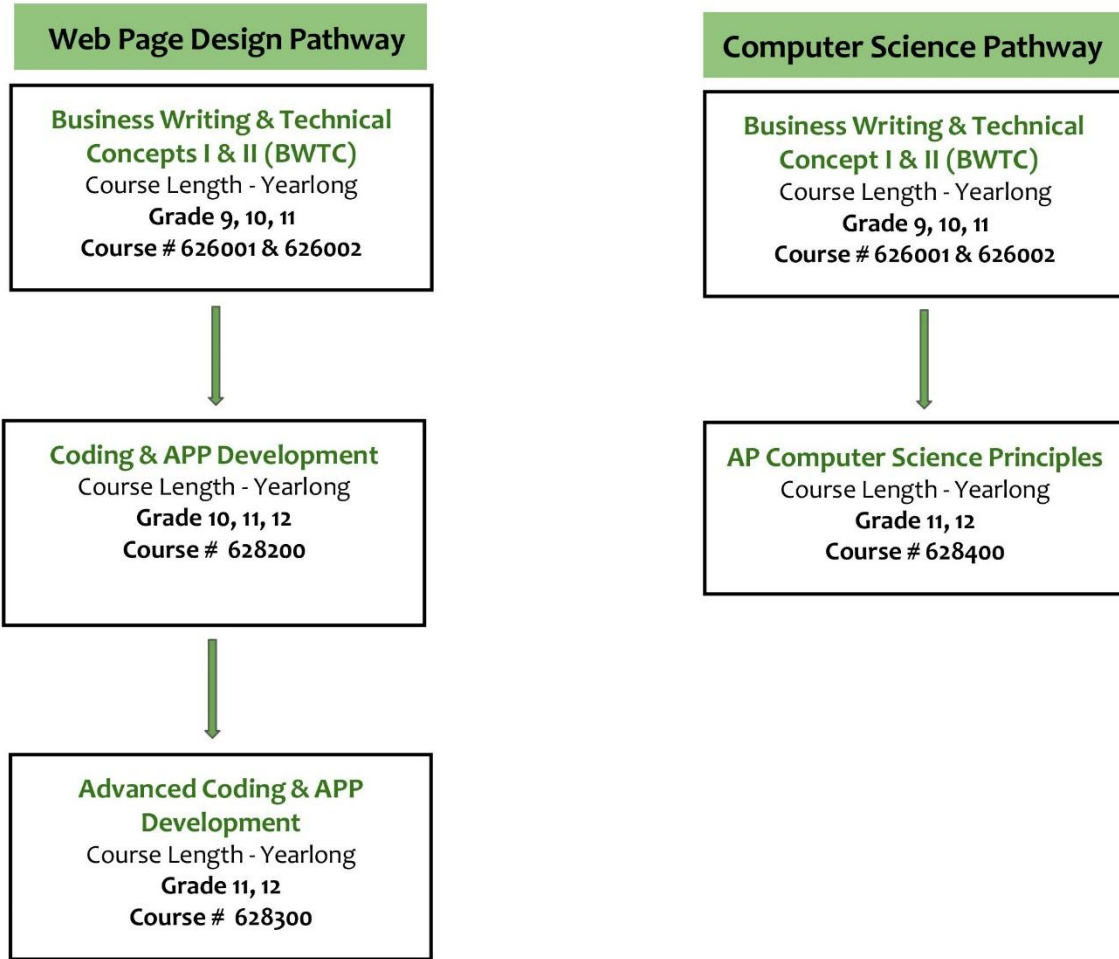
**(T.F. North only)**

**Course Length Y**      *Grade Level 11-12*

**Prerequisite: Television Production I**

Students in this course become the main production team for Meteor News, our full-time internet television channel. Writing, designing, staging, engineering, filming, performing and directing are all skills developed in this year-long class. Students continue to learn more techniques to properly use the audio and video equipment. Students will write, produce, and edit stories that will be used for broadcast purposes as well as a digital portfolio. The course operates like a television newsroom where each member plays a vital role in producing a bi-weekly news and feature story program. Students receive hands-on production experience in the TV studio as well as experience around campus and the community. Hard work is expected, and creativity is encouraged.

# Information Technology



Course #	Course Title	Year	Credit	Prerequisite	Grade
626001	Business Writing & Tech Concepts I	.5	.5	None	9-11
626002	Business Writing & Tech Concepts II	.5	.5	BWTC I	9-11
628200	Coding & APP Development	1	1	BWTC II	10-12
628300	Advanced Coding & APP Development	1	1	Coding & App Development	11-12
628400	AP Computer Science Principles	1	1	BWTC II Successful completion of Algebra I with a 'C' or higher.	11-12



## **CODING, APP & WEB DEVELOPMENT 628200**

**Course Length Y**     *Grade Level 10-12*

**Prerequisite:** *Computer Applications (Business Writing Technical Concepts or Microsoft Office Technology)*

Are you interested in creating websites and apps? Learn the latest industry used programming language such as JavaScript, HTML and CSS. Students are taken step-by-step down a carefully constructed learning path to reinforce and build on their skills to ensure they are constantly evolving and retaining an understanding of the content. Throughout the year, students will build a personal web page that highlights their programming skills and interests.

## **ADVANCED CODING, WEB & APP DEVELOPMENT 628300**

**Course Length Y**     *Grade Level 11-12*

**Recommended Prerequisite:** *Coding, Web and App Development*

Build upon your coding skills with engaging and interactive tools. This course challenges students to not only build websites but also create iPhone, Android and web apps using current industry languages such as Ruby, Objective-C, HTML, CSS, PHP, Swift, SQL, Python, Java and more. Students are taken step-by-step down a carefully constructed learning path to reinforce and build on their skills to ensure they are constantly evolving and retaining an understanding of the content. The goal of this course is to guide students from having basic technology experience to being fully skilled, confident and job-ready for a career in the tech industry. Students will be able to create a portfolio that highlights their skills.

## **AP COMPUTER SCIENCE PRINCIPLES 628400**

*(college credit available)*

**Course Length Y**     *Grade Level 11-12*

**Prerequisite:** *Successful completion of Algebra I with a 'C' or higher.*

This course introduces students to the breadth of the field of computer science. Students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Students will be highly encouraged to take the AP Exam in the spring which will provide them with the opportunity to earn college credit prior to leaving high school.

# Hospitality & Tourism

## Cooking & Culinary Arts Pathway

### Introduction to Culinary Arts

Course Length - Yearlong  
Grade 9, 10  
Course # 685100 – CAT940015



### Culinary Arts I



Course Length - Yearlong  
Grade 10, 11  
Course # 685300 – CAT940015



### Culinary Arts II - Fall & Spring

Course Length - Double Period - Yearlong  
Grade 11, 12  
Course # 685501 & 685502  
CAT941017 & CAT-942017



Course #	Course Title	Year	Credit	Prerequisite	Grade
685100 CAT940015	Introduction to Culinary Arts	1	1	None	9-10
685300 CAT940015	Culinary Arts I	1	1	Intro to Culinary Arts	10-11
685501 CAT941017	 Culinary Arts II - Fall	.5	1	Culinary Arts I	11-12
685502 CAT-942017	 Culinary Arts II - Spring	.5	1	Culinary Arts II - Fall	11-12

 -Dual Credit available

## **INTRODUCTION TO CULINARY ARTS 685100**

**CAT940015**

**Course Length Y**     *Grade Level 9-10*

Students will be taught basic kitchen safety skills, equipment operation, knife skills, methods of cooking, principles of safe food handling and earn their Safe Food Handler Certification.

## **CULINARY ARTS I    685300**

**CAT940016**

**Course Length Y**     *Grade Level 10-11*

**Prerequisite: Introduction to Culinary Arts**

Students will explore cookery with fruits and vegetables, practice enhanced knife skills, focus on soups, stocks and sauces, pastas and rice cookery, yeast bread cookery.

## **CULINARY ARTS II 685501 - FALL CAT941017**

**Course Length S**     *Grade Level 11-12*

**Double Period**

**Prerequisite: Culinary Arts I**

This double-period course is designed to continue industry standards-based instruction that leads to the development of more advanced-level student competencies and subsequent industry employment. Students continue to develop industry competencies, mastering those from previous courses. Entrée preparation, which includes advanced baking and pastry, advanced poultry, meat, and seafood preparation are the instructional emphases of the course. Students also continue to develop previously introduced skills in restaurant dining and table service and purchasing and inventory. Students also participate in basic Culinary Management Skills, Front and Back of the House training, and daily operation of a café/ restaurant. Throughout the course, industry ethics, transitional skills and workplace skills are emphasized through integration and participation in Pro Start seminars and other industry events. Students may also have the opportunity to compete in regional culinary competitions. Students continue to build on their professional portfolios which started in Culinary Arts I as well as research culinary careers and scholarship opportunities. [DC](#)

## **CULINARY ARTS II 685502 - SPRING CAT942017**

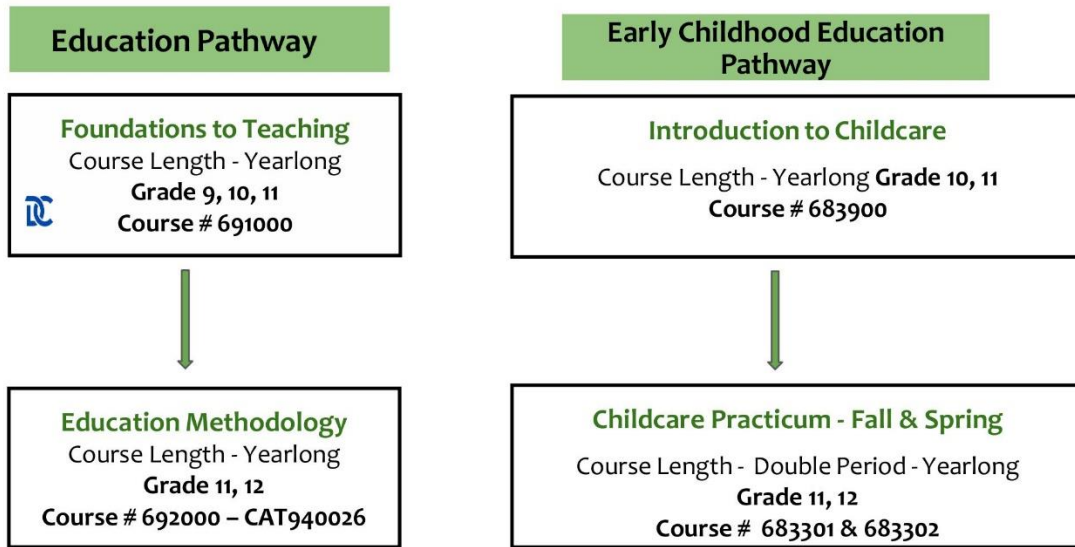
**Course Length S**     *Grade Level 11-12*


**Double Period**

**Prerequisite: Culinary Arts II -Fall**

This double-period course is designed to provide students with workplace experience in the field related to restaurant, food, and beverage services. This course includes classroom instruction and study within the field. This course aligns with a Career Development Experience that includes a school-based enterprise and student-led enterprise. Each skill and outcome is built upon the content and experiences covered within the Fall course. [DC](#)

# Education & Training



Course #	Course Title	Year	Credits	Prerequisite	Grade
683900	Introduction to Childcare	1	1	None	10-11
683301	Childcare Practicum - Fall	.5	1	Intro to Childcare	11-12
683302	Childcare Practicum - Spring	.5	1	Childcare Practicum - Fall	11-12
691000	 Foundations to Teaching	1	1	None	9-11
692000 CAT940026	Education Methodology	1	1	Foundations to Teaching	11-12

 -Dual Credit available

## FOUNDATIONS TO TEACHING 691000

**Course Length Y**      *Grade Level 9-11*

This course introduces students to the principles underlying teaching and learning, responsibilities and duties of teachers, and strategies and techniques to deliver knowledge and information. A combination of classroom and field experiences will enable the student to gain skilled knowledge and understanding of the education profession. Course content includes projects to develop an understanding of the learner and the learning process, instructional planning, the learning environment, assessment and instructional strategies, career opportunities in the field of education, and Illinois regulations and licensing requirements. [DC](#)

## EDUCATIONAL METHODOLOGY 692000

**CAT940026**

**Course Length Y**      *Grade Level 11-12*

***Prerequisite: Foundations To Teaching***

This course provides opportunities for students to develop skills to teach and guide others. Coursework includes opportunity for students to create and develop teaching objectives, design lesson plans, and experience teaching in a controlled environment. Students examine and practice teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques. Students will explore opportunities in education careers and develop/expand their career portfolio.

## **INTRODUCTION TO CHILD CARE 683900**

**Course Length Y**      *Grade Level 10-11*

Introduction to Child Care is the foundation for the childcare courses. Knowledge regarding the physical, social, emotional, and intellectual development of children from birth through preschool age. In addition, Introduction to Child Care provides students with hands-on experience through completing the Baby Think It Over simulation and practical experience through running a preschool program. The preschool program will include observational experiences and guides to further enhance students' knowledge about children's needs and behaviors. This course is designed for students who are interested in learning more about children and career fields related to human development.

## **CHILD CARE PRACTICUM - SPRING 683302**

**Course Length S**      *Grade Level 11-12*

**Double Period**

***Prerequisite: Child Care Practicum Fall***

This double-period course is designed to provide students with workplace experience in fields related to Early Childhood Education. This course includes classroom instruction and study within the field. This course aligns with a Career Development Experience that includes a school-based enterprise preschool and student-led enterprise and/or apprenticeships. Each skill and outcome is built upon the content and experiences covered within the Fall course.

## **CHILD CARE PRACTICUM - FALL 683301**

**Course Length S**      *Grade Level 11-12*

**Double Period**

***Prerequisite: Introduction to Child Care***

Child Care Practicum provides students with an in-depth pre-school experience through running our preschool program. Students will plan lessons and implement their lessons with the preschoolers enrolled. Students will base lessons and activities on the needs and behaviors of the children enrolled. Learning how to enhance and support all different types of learners and needs of children. Students interested in careers related to the childcare field will benefit from this hands-on learning opportunity.



# Transportation/Distribution/Logistics

## Auto-body Collision/Repair Pathway

### Introduction to Collision Repair

Course Length - Semester - Double Period  
Grade 10, 11  
Course # 671600 - CAT940005



### Collision Repair I

Course Length - Semester - Double Period  
Grade 10, 11  
Course # 671700 - CAT940006



### Collision Repair II - Fall & Spring

Course Length - Double Period - Yearlong  
Grade 11, 12  
Course # 671801 & 671802  
CAT941007 - CAT-942007

## Automobile Mechanics

### Introduction to Automotive Tech

Course Length - Double Period - Semester  
Grade 10, 11  
Course # 671300 - CAT940000



### Automotive Technology I

Course Length - Double Period - Semester  
Grade 10, 11  
Course # 671400 - CAT 940001



### Automotive Technology II - Fall & Spring

Course Length - Double Period - Yearlong  
Grade 11, 12  
Course # 671501 & 671502  
CAT941002 - CAT-942002

Course #	Course Title	Year	Credits	Prerequisite	Grade
671600 CAT940005	Introduction to Collision Repair	.5	1	None	10-11
671700 CAT940006	Collision Repair I	.5	1	Intro to Collision Repair	10-11
671801 CAT941007	Collision Repair II - Fall	.5	1	Collision Repair I	11-12
671802 CAT-942007	Collision Repair II - Spring	.5	1	Collision Repair II - Fall	11-12
671300 CAT940000	Introduction to Automotive Tech	.5	1	None	10-11
671400 CAT940001	Automotive Technology I	.5	1	Intro to Auto Tech	10-11
671501 CAT941002	Automotive Technology II - Fall	.5	1	Auto Tech I	11-12
671502 CAT942002	Automotive Technology II - Spring	.5	1	Auto Tech II - Fall	11-12

## **INTRODUCTION TO COLLISION REPAIR 671600**

**CAT940005**

**Course Length S**      *Grade Level 10-11*

### **Double Period**

Introduction to Collision Repair is designed to introduce students to the basic information needed when beginning a career in the Collision and Repair Industry. Students learn and follow the proper safety procedures throughout the shop area. Emphasis is placed on the safe use of tools and equipment. Students learn about hazardous materials and the foundation skills necessary to repair non-structural damage. Students also learn the foundation techniques required to paint and refinish automobiles.

## **COLLISION REPAIR I 671700**

**CAT940006**

**Course Length S**      *Grade Level 10- 11*

### **Double Period**

#### ***Prerequisite: Introduction to Collision Repair***

Collision Repair Technology I is designed for students to learn how to safely replace, adjust, fit and align sheet metal and similar components. Through hands-on projects, students are trained in the proper method of sheet metal replacement, aligning and fitting of these parts according to industry standards. According to industry standards, students are trained in the use of proper structural welding, systematic procedures in MIG welding and plasma cutting as well as refinishing techniques and repair for non-structural and structural damaged vehicles.

## **COLLISION REPAIR II- FALL 671801 CAT941007**

**Course Length S**      *Grade Level 11-12*

### **Double Period**

#### ***Prerequisite: Collision Repair I***

Collision Repair II is designed for students to gain practical experience in repairing dents and damage to the body of vehicles using various methods. Students learn how to repair vehicles' exterior panels using aluminum replacement parts. Students also learn about interval safety components including air bags. The application of higher-level critical thinking skills is required to troubleshoot repairs on various types of plastics and composites according to industry standards. Students apply their Collision Repair I training to execute the removal and installation of stationary and moveable glass as well as advanced MIG welding and refinishing.

## **COLLISION REPAIR II- SPRING 671802**

**CAT942007**

**Course Length S**      *Grade Level 11-12*

### **Double Period**

#### ***Prerequisite: Collision Repair II-Fall***

This double-period course is designed to provide students with workplace experience in fields related to maintenance of vehicles and engine services. This course includes classroom instruction and study within the field. This course aligns with a Career Development Experience that includes a school-based enterprise and student-led enterprise. Each skill and outcome is built upon the content and experiences covered within the Fall course.

## **INTRODUCTION TO AUTOMOTIVE TECHNOLOGY 671300**

### **CAT940000**

**Course Length S**      *Grade Level 10-11*  
*Double Period*

This course teaches students the basics of shop safety and procedures, automotive care and automotive maintenance. The following topics are covered: careers, hand tools, shop safety (floor jacks and jack stands), measuring, fasteners and gaskets, auto- motive math, service manuals, fluid services (fluid checks and changes, belts and hoses), tires and wheels (balancing and changing), brake fundamentals and engine fundamentals.

## **AUTOMOTIVE TECHNOLOGY I 671400**

### **CAT940001**

**Course Length S**      *Grade Level 10-11*  
*Double Period*

***Prerequisite: Intro to Automotive Technology***

This course is available to students who successfully complete Introduction to Auto Tech. During this course, students gain additional knowledge on brake fundamentals, and they learn diagnosis and repair of brake systems to include ABS, as well as engine theory, diagnosis, minor repairs and support systems of the automobiles. The following topics are covered: power tools and lifts, testing and repair, battery theory, testing and service, fuel system theory, testing and repair of engines, cooling systems, lubrication systems, starting systems and charging systems.

## **AUTOMOTIVE TECHNOLOGY II 671501 – FALL**

### **CAT941002**

**Course Length Y**      *Grade Level 11-12*  
*Double Period*

***Prerequisite: Automotive Technology I***

This course is available to students who successfully complete Auto Tech I. This third level course provides students with a more in-depth study of previous sections including on the job auto mechanic experience. Students study engine performance and major repairs as well as clutches, drive trains, and wheel alignments.

## **AUTOMOTIVE TECHNOLOGY II 671502 – SPRING**

### **CAT942002**

**Course Length S**      *Grade Level 11-12*  
*Double Period*

***Prerequisite: Automotive Technology II-Fall***

This double-period course is designed to provide students with workplace experience in fields related to the operation of vehicles and engine services. This course includes classroom instruction and study within the field. This course aligns with a Career Development Experience that includes a school-based enterprise and student-led enterprise and/or apprenticeships. Each skill and outcome is built upon the content and experiences covered within the Fall course.

# Personal Service

## Barbering Pathway

### Barbering I

Course Length - Yearlong - 4 Periods

Grade 10, 11



Course # 694000 & TFN940003



### Barbering II - Fall & Spring

Course Length - Yearlong - 4 Periods

Grade 11, 12



Course # 694101 & 694102  
TFN941003 & TFN942004

## Cosmetology Pathway

### Cosmetology I

Course Length - Yearlong - 4 Periods

Grade 10, 11



Course # 693000 & TFN940011



### Cosmetology II - Fall & Spring

Course Length - Yearlong - 4 Periods

Grade 11, 12



Course # 693101 & 693102  
TFN941012 & TFN942012

Course #	Course Title	Year	Credits	Prerequisite	Grade
694000 TFN940003	Barbering I	1	4	None	10-11
694101 TFN 941003	Barbering II - Fall	.5	2	Barbering I	11-12
694102 TFN942004	Barbering II - Spring	.5	2	Barbering II - Fall	11-12
693000 TFN940011	Cosmetology I	1	4	None	10-11
693101 TFN941012	Cosmetology II - Fall	.5	2	Cosmetology I	11-12
693102 TFN942012	Cosmetology II - Spring	.5	2	Cosmetology I - Fall	11-12

-Dual Credit available

## **BARBERING I 694000 TFN940003**

**Course Length Y**      *Grade Level 10-11*

### **Four Periods**

This is the first year of a two-year program in Barbering. The barbering program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. This course offers students curriculum in both theory and practice in the following areas as they relate to the practice of barber science and art: anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law; hair cutting and styling; shaving, shampooing, and permanent waving; massaging; and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. Knowledge, skills, and activities completed in this course help prepare students for Barbering II, while earning hours towards licensure. [!\[\]\(bd1a142de767a21e5362c595f844a4ff\_img.jpg\)](#)

## **BARBERING II - FALL 694101**

**TFN941003**

**Prerequisite:** *Barbering I*

**Course Length S**      *Grade Level 11-12*

### **Four Periods**

This is the second year of a two-year program in Barbering. The barbering program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. It offers more advanced theoretical and practical skill development to prepare students for the barbering license exam. Advanced Training covers at a minimum: anatomy; physiology; skin diseases; hygiene and sanitation; barber history; barber law; hair cutting and styling; shaving, shampooing, and permanent waving; massaging; bleaching, tinting, and coloring, shop management, shop operation, and barber implements as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act, as well as labor and compensation. Hands-on Lab training is an integral part of this course in order to help prepare students for the State Barber Board Test. [!\[\]\(8bba887393ca45b761e5cb49e755e762\_img.jpg\)](#)

## **BARBERING II - SPRING 694102**

**TFN942004**

**Course Length S**      *Grade Level 11-12*

### **Four Periods**

**Prerequisite:** *Barbering II Fall*

This four-period course is designed to provide students with workplace experience in fields related to Barbering. This course includes classroom instruction and study within the field. This course aligns with a Career Development Experience which allows for student apprenticeships within the school-based enterprise, Lavish. Each skill and outcome is built upon the content and experiences covered within the Fall course. [!\[\]\(41aea2746216b27a6939d696d8e035da\_img.jpg\)](#)

## **COSMETOLOGY I 693000 TFN940011**

**Course Length Y**      *Grade Level 10-11*

### **Four Periods**

The Cosmetology program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. Cosmetology I introduce students to the requirements to become licensed cosmetologists. It offers students instruction in both theory and practical application in the following areas: tools and their use, shampoo, understanding chemicals and use, types of hair, sanitation, hygiene, skin diseases and conditions, anatomy and physiology, electricity, ethics, nail technology and esthetics as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act. Knowledge, skills, and activities completed in this course help prepare students for Cosmetology II, while earning hours towards licensure. [!\[\]\(eafc244b53721dd1ec133f0772f70fc7\_img.jpg\)](#)

## **COSMETOLOGY II – FALL 693101**

**TFN941012**

**Course Length S**      *Grade Level 11-12*

### **Four Periods**

The Cosmetology program must be approved and licensed by the Illinois Department of Financial and Professional Regulations, Division of Professional Regulation and meet all state and federal regulations. Cosmetology II builds upon the knowledge and skills attained in Cosmetology I and provides students with more practical instruction. Cosmetology II is a combination of classroom instruction and hands-on experience in the following areas: practical chemical application/hair treatment, hair styling/hair dressing, hair coloring and salon management, sanitation, and interpersonal relations as they relate to the Barber, Cosmetology, Esthetics, and Nail Technology Act, as well as labor and compensation laws. Instruction may also include experiences in nail technology, esthetics, individualized skill development, and career planning for the expectation of moving from school to work. This course offers a curriculum of advanced theoretical and practical skill development to prepare students for the Cosmetology Licensure Examination and progression to obtain the 1500 hours of study in cosmetology. [!\[\]\(e1d6102fe77919492c04879c8450f1f5\_img.jpg\)](#)

## **COSMETOLOGY II - SPRING 693102**

**TFN942012**

**Course Length S**      *Grade Level 11-12*

### **Four Periods**

***Prerequisite: Cosmetology II -FALL***

This four-period course is designed to provide students with workplace experience in fields related to Cosmetology. This course includes classroom instruction and study within the field. This course aligns with a Career Development Experience which allows for student apprenticeships within the school-based enterprise, Lavish. Each skill and outcome is built upon the content and experiences covered within the Fall course. [!\[\]\(aab88c0d099e5d18d6533a97b13ec28d\_img.jpg\)](#)



# Architecture & Construction

## Construction Trades Pathway

### Introduction to Building & Construction

Course Length - Semester - Double Period

Grade 9, 10, 11

Course # 652711- CAT941008



### Building & Construction I

Course Length - Semester - Double Period

Grade 9, 10, 11

Course # 652712 - CAT942008



### Building & Construction II - Fall & Spring

Course Length - Yearlong - Double Period

Grade 11, 12



Course # 652901 & 652902

CAT941010 & CAT-942010

## Electrician Pathway

### Electricity I

Course Length - Yearlong

Grade 11

Course # 663700 - CAT940018



### Electricity II

Course Length - Yearlong

Grade 12



Course # 663710 - CAT940019

Course #	Course Title	Year	Credits	Prerequisite	Grade
652711 CAT941008	Intro to Building & Construction	.5	1	None	9-11
652712 CAT942008	Building & Construction I	.5	1	Intro to Bld & Con	9-11
652901 CAT941010	Building & Construction II - Fall	.5	1	Bld & Con I	11-12
652902 CAT942010	Building & Construction II - Spring	.5	1	Bld & Con II - Fall	11-12
663700 CAT940018	Electricity I	1	1	None	11
663710 CAT940019	Electricity II	1	1	Electricity I	12

-Dual Credit available

## INTRODUCTION TO BUILDING & CONSTRUCTION 652711

CAT941008

**Course Length S**                      *Grade Level 9-11*

*Double Period*

This course introduces the study of materials and processes used in the construction of residential structures. Students learn and follow the proper safety procedures throughout the shop area. A large emphasis is placed on safety. Students use some of the same power and hand tools used in industry. Additionally, students will learn excavation, foundation systems and slabs.

## BUILDING & CONSTRUCTION I 652712

CAT942008

**Course Length S**                      *Grade Level 9-11*

*Double Period*

**Prerequisite: Intro to Building & Construction**

Building & Construction I places emphasis on learning terminology as well as hands-on applications constructing a 4'x4' freestanding floor and wall section. The process includes the methods involved in designing for construction. This includes floor, wall, roof systems, and electrical and plumbing systems. Students experience a wide variety of learning activities including areas such as: reading and interpreting house plans, becoming familiar with the local building codes, foundation work, framing of walls, floors, and roofs, plumbing, electrical, windows and doors, flooring installations, siding installation or repair, and deck/patio construction.


## BUILDING & CONSTRUCTION II – FALL 652901

CAT941010

**Course Length S**                      *Grade Level 11-12*

*Double Period*

**Prerequisite: Building & Construction I**

This course covers structural footings, wall systems, physical properties of wood, building materials, and measurement grading. Hands-on projects allow students to thoroughly understand the principles and methods of rough residential carpentry by framing of a mock-up, scaled-down home. Students also learn actual house framing including floor, wall, and roof construction with special emphasis placed on the framing square for stair stringers, gable and hip rafter layout. 

## BUILDING & CONSTRUCTION II – SPRING 652902

CAT942010

**Course Length S**                      *Grade Level 11-12*

*Double Period*

**Prerequisite: Building & Construction II Fall**

This double-period course is designed to provide students with workplace experience in fields related to Construction. This course includes classroom instruction and study within the field. This course aligns with a Career Development Experience that includes a school-based enterprise in construction and student-led enterprise and/or apprenticeships. Each skill and outcome is built upon the content and experiences covered within the Fall course.



**ELECTRICITY I 663710**  
**CAT940018**


**Course Length Y**      *Grade Level 11*

This course provides a survey of theory, terminology, equipment, and practical experience in the skills needed for careers in the electrical field. This course typically includes AC and DC circuitry, safety, and the National Electrical Code. Additionally, students might receive experience in the following areas: building circuits, residential wiring, installing lighting, power circuits, and cables.

**ELECTRICITY II 663800**  
**CAT940019**

**Course Length Y**      *Grade Level 12*

***Prerequisite: Electricity I***

This course focuses on energy and power in transportation and work. Course content includes various sources of energy and their use in society. Students gain an understanding of the principles involved in various means of energy transfer, such as electricity/electronics, hydraulics, pneumatics, heat transfer, and wind/nuclear/solar energies. Additionally, the transmission and control of power through mechanical or electrical devices such as motors and engines will be covered. 

# STEM: Science, Technology, Engineering, Math

## Engineering Technology Pathway

### PLTW Intro to Engineering Design

Course Length - Yearlong - Double Period

Grade 10, 11



Course # 663100 – CAT940023



### PLTW Principles of Engineering Design

Course Length - Yearlong - Double Period

Grade 11, 12



Course # 664110 – CAT940024


Course #	Course Title	Year	Credits	Prerequisite	Grade
663100 CAT940023	PLTW Intro to Engineering Design	1	1	None	10-11
664110 CAT940024	PLTW Principles of Engineering Design	1	1	PLTW Intro to Engineering	11-12

-Dual Credit available

**PLTW: INTRODUCTION TO  
ENGINEERING DESIGN 663100  
CAT940023**

**Course Length Y**      *Grade Level 10-11*

*Double Period*

This is the first course in the Project Lead the Way (PLTW) program. In this course, students will explore the engineering design process and use a problem-solving model to improve existing products and invent new ones. Students will work both individually and in teams to design solutions to a variety of problems, using three-dimensional modeling software. 

**PLTW: Principles of Engineering  
664110  
CAT940024**

**Course Length Y**      *Grade Level 11-12*

**Prerequisite:** *PLTW: Introduction to Engineering Design*

This is the second course in the **Project Lead the Way (PLTW)** program. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

